Long Term EYFS ICT Plan – Cycle A

Computing NC content	• Recognise that a range of technology is used in places such as homes and schools. . – Information Technology • Select and use technology for particular purposes. . – Information Technology • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. – Information Technology • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. . – Information Technology • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. . – Information Technology • Knows that information can be retrieved from computers. – Digital Literacy • Completes a simple program on a computer. – Computer Science • Uses ICT hardware to interact with age-appropriate computer software. – Digital Literacy				

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ourselves	Autumn/ Christmas	Dinosaurs	Growth and Change	Space	Traditional Tales
	To use websites and ipads to play games (DL) • **Talk about** good & bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you. • **Play** appropriate games on the Internet. • **Talk about** good and bad choices when using websites – being kind, telling a grown up if something upsets us & keeping ourselves safe by keeping information private.	**To use a range of devices to take and create pictures (IT)** • **Recognise** text, images and sound when using ICT. • **Use** a camera or sound recorder to collect photos or sound • **Use** paint programs to create pictures. • **Use** a mouse to rearrange objects and pictures on a screen. • *Begin to **use** a keyboard see programming*	**To give commands to make things happen and move beebot (CS)** • **Help** adults operate equipment around the school, independently operating simple equipment • **Use** simple software to make things happen • Press buttons on a floor robot and **talk** about the movements • **Explore** options and make choices with toys, software and websites	**To use ipad apps to combine pictures and own voices to record:** eg sock puppets, story creator, morfo (IT) • **Recognise** text, images and sound when using ICT. • **Use** a camera or sound recorder to collect photos or sound • **Use** paint programs to create pictures. • **Use** a mouse to rearrange objects and pictures on a screen. • *Begin to **use** a keyboard see programming*	**To log onto school 360 using EYFS log in and access games (IT)** • **Recognise** purposes for using technology in school and at home. • **Understand** that things they create belong to them and can be shared with others using technology. • **Recognise** that they can use the Internet to play and learn.	**To use JIT program to create simple bar charts of information (IT)** • **Collect** information as photos or sound files. • **Use** a simple pictogram or set of photos to count and organise information.
	Reading Esafety stories throughout the year					

Long Term EYFS ICT Plan – Cycle B

Computing NC content	• Recognise that a range of technology is used in places such as homes and schools. . – Information Technology • Select and use technology for particular purposes. . – Information Technology • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. – Information Technology • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. . – Information Technology • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. . – Information Technology • Knows that information can be retrieved from computers. – Digital Literacy • Completes a simple program on a computer. – Computer Science • Uses ICT hardware to interact with age-appropriate computer software. – Digital Literacy					
Cycle B	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Myself and My Family	**Our Favourite Stories**	**Winter**	**People Who Help Us**	**Minibeasts**	**Beaches and Holidays**
	To use websites and ipads to play games (DL) • **Talk about** good & bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you. • **Play** appropriate games on the Internet. • **Talk about** good and bad choices when using websites – being kind, telling a grown up if something upsets us & keeping ourselves safe by keeping information private.	**To use ipad apps to combine pictures and own voices to record:** eg sock puppets, story creator, morfo **(IT)** • **Recognise** text, images and sound when using ICT. • **Use** a camera or sound recorder to collect photos or sound • **Use** paint programs to create pictures. • **Use** a mouse to rearrange objects and pictures on a screen. • *Begin to* **use** *a keyboard see programming*	**To use a range of devices to take and create pictures (IT)** • **Recognise** text, images and sound when using ICT. • **Use** a camera or sound recorder to collect photos or sound • **Use** paint programs to create pictures. • **Use** a mouse to rearrange objects and pictures on a screen. • *Begin to* **use** *a keyboard see programming*	• **To log onto school 360 using EYFS log in and access games (IT)** • **Recognise** purposes for using technology in school and at home. • **Understand** that things they create belong to them and can be shared with others using technology. • **Recognise** that they can use the Internet to play and learn.	**To use JIT program to create simple bar charts of information (IT)** • **Collect** information as photos or sound files. • **Use** a simple pictogram or set of photos to count and organise information.	**To give commands to make things happen and move beebot (CS)** • **Help** adults operate equipment around the school, independently operating simple equipment • **Use** simple software to make things happen • Press buttons on a floor robot and **talk** about the movements • **Explore** options and make choices with toys, software and websites
	Reading Esafety stories throughout the year					