

ICT skills for Early Years

<u>ICT Skill</u>	<u>Activities</u>
Know the parts of the computer.	<p>Label the parts of the computer in the classroom.</p> <p>Use the correct vocabulary when referring to the computer.</p> <p>Have pictures of the different parts of the computer, invite child to find a certain part.</p> <p>A display could be produced showing the labelled parts of the computer.</p>
<p>Relate the action of a roller ball to the effect on the screen.</p> <p>Develop hand eye coordination using a roller ball or mouse.</p>	<p>Use a basic exploration program with hotspots.</p> <p>Observe what happens when using the roller ball.</p> <p>With a group use a story program, invite individual children to use roller ball to turn the page.</p> <p>Use the roller ball/mouse to Click and Select objects on the screen</p> <p>Use Click and Drag to move objects round the screen</p>
Know to use the left button on the mouse.	Use a coloured sticker to show which button to use. Use a poster at the computer to remind the pupils.
Using a keyboard.	<p>Use arrow keys to navigate round a screen e.g. Animated Numbers.</p> <p>Use letter keys and delete key to add words to a page – enter name or add it to work they have done on the computer.</p> <p>Become familiar with the layout of a keyboard use a program e.g. First Keys to Literacy which allows children to find a given key either on the computer keyboard or on a representation of a keyboard on the screen.</p> <p>Use a paper keyboard with groups of children; the teacher can direct the children to find a given key.</p> <p>Use the paper keyboard to colour the keys they need for their name then go to the computer to type in their name.</p>
Using a keyboard (continued)	<p>A large keyboard could be painted/chalked on to the playground and used with groups in PE lessons with children jumping to the right letters.</p> <p>Introduce the space bar when children start to use simple word processors for entering text. Some children could also be shown that they can use the arrow keys and delete to move around the text to correct mistakes rather than deleting the whole word.</p> <p>At this point programs with simple word banks can be used</p>
Be able to print out work.	<p>Demonstrate printing out work when a child has finished an activity.</p> <p>Use peer tutoring to allow children to teach each other.</p> <p>Expect print outs as part of an activity.</p> <p>Chose the programs you use carefully start with those that have a clear print icon before progressing to those that need confirmation by clicking on ok.</p>

ICT skills for Early Years

Be able to save work.	Demonstrate saving work when a child has finished an activity. Explain that it allows you to return to the activity at the same point. Use peer tutoring to allow children to teach each other. Expect children to save work as part of an activity. Chose the programs you use carefully, start with those which have a clear save icon. If using a program like Word the teacher can set up a save as for each child when they start work so that the child just needs to use the icon.
Use a simple graphics program.	Demonstrate the program and explain the different functions. Give the child a subject to draw related to class work. E.g. their face, the three little pigs. An example produced by the teacher can be useful. Link to examples. Have an adult available if possible or use peer tutoring with each child watching another child work then showing the next child what they can do. Ask the child to add their name to their work and if possible save and print the picture. Progress to more complicated programs with more tools or customise the program starting with a few tools and gradually adding more.
Use a simple data handling program	Relate this work to sorting activities in the classroom. Sort objects or pictures away from the computer then on the screen – use click and jump or click and drag to sort. Collect data relevant to the class topic e.g. eye colour, favourite toys create a class pictogram using bricks or pictures. In groups collect data each child can then enter their group's data into a pictogram program. Print off the pictograms and use in discussion.
Use an adventure program or simulation.	Allow the children to explore the program; there should be plenty of opportunities for making decisions.
Know the importance of closing down the computer correctly.	Explain the importance of switching the computer off correctly and the damage that could be caused, work lost if this is not done. Have a rule that only the teacher/adult should switch the computer off. (A few children may be ready to do this; they should know that they only switch off when told by an adult.)

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<p>Using battery operated toys.</p>	<p>Show what the battery does; use a toy with a battery in, what happens when it is removed? Understand the safety aspect of batteries – discuss the importance of not putting them in the mouth. Know that what they do affects the toy. Have time to explore using the remote controlled car, know how to control it. Set out mazes and tracks for the car to negotiate, this could be related to stories, e.g. Rosie’s Walk. Give directions to a friend. Use a cardboard box over the head – this could be decorated. Make sure the box is big enough so that the child can see their feet and don’t get anxious. A large, enclosed space will be needed. Children could have the letters L and R on their hands to help them, possibly sewn on to gloves. The teacher could demonstrate, by having a child direct them round the room. This will allow them to emphasise the need for clear directions and the need to say stop. Know how to switch the toy on and off. Understand the effects of the arrow keys and CM. Demonstrate how far the toy will go in a single move. Estimate how many moves it will take to reach different places. The toy could be dressed to represent a character from a story or rhyme, e.g. Incy Wincy Spider – how many moves will it take to climb out of waterspouts of different lengths. Use chalk to draw a simple board game on the yard or floor. Move the number of spaces shown by a die. This can introduce the children to turning the toy. Set out a track or maze for the toy to move round. Some children may be ready to record the moves they make or plan moves on paper first.</p>
<p>Be familiar with other operating systems.</p>	<p>Use posters e.g. of home, school, airport, shop, or have a collection of objects, ask the children to find things that can be switched on and off. Look for objects which are switched on and off in different ways e.g. remote control, foot pads, sound. A trip round the school or local environment could be used to find more objects. E.g. fax machines, answering machines, photocopier, videos, televisions, alarms, tape recorders, metro doors, pelican crossings, doors, cash machines, tills, car park ticket machines, and vending machines. A digital camera could be used to record the trip and the photos used for display</p>
<p>Use a listening station or tape recorder.</p>	<p>Individuals, pairs or groups can use these to listen to stories and music. Use coloured stickers on the keys – red for stop, green for play Add the appropriate symbols to the stickers. Use the symbols and words on the stickers. Explain the importance of the headphones and the need to check they are correctly plugged in. Explain/demonstrate the importance of keeping the volume at a sensible level – use a sticker to show the limit of how high it should go.</p>