Year group: Nursery	Area/topic: Role Play – Technological Toys – Independent (Autumn 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 will now have experience of being shown how to use different technological toys during role play through the adults modelling.	Children will learn to use technological toys through role play safely in the Autumn term. This will support them to understand how to use an iPad safely in the Spring and Summer term.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
• To use technological toys appropriately and independently through role play. • To name different technology found in school and home e.g. Phone, microwave, iPad, TV. • To demonstrate the use of different technology through role play. Some may even be able to verbalise what the specific piece of technology is used for.	• Children to play with different technological toys through role play. • Children to listen to stories which include characters using technology.
Key vocabulary	

Children to use these words correctly and independently.	Children to watch videos of adults using technology to develop a deeper understanding.
• Computer • iPad • Phone • Telephone • Laptop • TV • Walkie Talkie • Microwave • Oven • Till (Shop) • Buttons	

Common misconceptions	Books linking to this area
• 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.	

Memorable first hand experiences	Opportunities for communication
• Children to be provided with opportunities to play and explore with technological toys more independently.	Children will use lots of communication through the role play opportunities.

Communication and Interaction	Cognition and Learning
• 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.	• 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	Sensory and Physical
• Timer so they understand when they will need to log off. • Clear boundaries. • Online safety instructions made clear.	• Larger text/equipment. • Print offs instead of screen time. • Appropriate desk, chair, keyboard and mouse.