


Dereham Church Infant and Nursery School- Computing

	Year group: Reception	Area/topic: iPad Licence Introduction (Autumn 2)
	<p><i>(Objectives from NC/ELG/Development matters)</i></p> <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • <i>Sensible amounts of 'screen time'.</i> <p>ELG - Personal, Social and Emotional Development - Managing Self:</p> <ul style="list-style-type: none"> • <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i> <p>ELG - Expressive Arts and Design - Creating with Materials:</p> <ul style="list-style-type: none"> • <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> 	

** Depending on the cohort and their understanding and usage of technology, teacher's can decide to adapt the medium-term plan for online safety to make sure it is supporting the children's needs. Please speak to the computing lead regarding any internet safety related issues.*

Prior learning	Future learning
<p><i>Children will have experience of using the school's iPads in nursery however this would have been managed by an adult the entire time. An adult would have also logged them in.</i></p>	<p><i>The children will use their iPad Licence throughout their time at Dereham Church Infant School. These licences will have Maths Whizz username and password cards added to them in Year 1.</i></p>

What pupils need to know or do to be secure	
<p>Key knowledge and skills</p> <ul style="list-style-type: none"> To recall their knowledge of internet safety from Autumn 1. To understand what an iPad Licence is and how they are used in our school. To become familiar with the iPad Licence rules. To use iPads safely with their iPad Licence and with adult support. 	<p>Possible evidence</p> <ul style="list-style-type: none"> Children to sign their own iPad licence and have this laminated with their photo on. Children to use their iPad Licence to explore the school's iPads with an adult to begin with.
<p>Key vocabulary</p> <ul style="list-style-type: none"> iPad Licence - A laminated iPad with iPad rules on one side and a space for the children to sign on the other side. They will keep this throughout their time at DCINS and will have it with them whenever they use the iPads in school. 	
Common misconceptions	Books linking to this area
<ul style="list-style-type: none"> Children at this stage may think that now they have an iPad Licence that they can use the iPads whenever they like and use any app on the iPad. Children should be made aware that the teacher's will explain when they can use their iPad Licence and demonstrate which apps they can use that day. 	<ul style="list-style-type: none"> Webster's Manners - Hannah Whaley <p>Online PDF Books:</p> <ul style="list-style-type: none"> Smartie the Penguin for EYFS - Story 1 - https://www.childnet.com/resources/smartie-the-penguin/ Smartie the Penguin for EYFS - Story 2 - https://www.childnet.com/resources/smartie-the-penguin/
Memorable first hand experiences	Opportunities for communication
<ul style="list-style-type: none"> Internet Safety Day will be held in Spring 1. 	<p>This unit will involve lots of discussion about internet safety and how to stay safe using the iPads.</p>

DCINS Reasonable adjustments for pupils with SEND

<p><i>Communication and Interaction</i></p> <ul style="list-style-type: none">• 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.	<p><i>Cognition and Learning</i></p> <ul style="list-style-type: none">• 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.
<p><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none">• Timer so they understand when they will need to log off.• Clear boundaries.• Online safety instructions made clear.	<p><i>Sensory and Physical</i></p> <ul style="list-style-type: none">• Larger text/equipment.• Print offs instead of screen time.• Appropriate desk, chair, keyboard and mouse.