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 1 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 to input the data by pressing the movement buttons. - Children to understand that they need to press the green go button to make the robot move.	Children to play and explore with the Beebots to learn what 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. • Go • 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.

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.