



Long Term Continuous Provision Plan: ICT / SMART table / Interactive Whiteboard

Enabling Environments: what adults could provide	Positive Relationships: what adults could do	Characteristics of Effective Learning
<ul style="list-style-type: none"> Smart table located in the classroom away from sand & water, with wires etc. safely out of the way. Interactive whiteboard pen. Listening centre Imitation ICT equipment for role play area e.g. mobile phone without battery, till, computer. Recording sounds and voices using a range of non-computer resources e.g. Easi-Speak microphones, talking tin lids etc. Use of other access devices e.g. switches to support children with special needs. Programs to reinforce / teach a range of others skills through computer programs e.g. phonics / maths / EAD. 	<ul style="list-style-type: none"> Plan for and provide a range of provision. Ensure provision is good quality and kept clean & tidy throughout the day and on an ongoing basis. Model use of Interactive whiteboard, SMART table, iPad Encourage appropriate behaviour/use of area. Where necessary work one-to-one with children to encourage confidence. Take children to the photocopier. Support and extend children's learning. Use appropriate language and questioning. Use open-ended questions to promote sustained shared thinking. Observe children learning to identify achievement and to inform planning for extending learning. Observe use of provision to ensure the area meets the needs of the children and EYFS curriculum. Be reflective and develop provision on an ongoing basis. <p>Key Vocabulary and Questions</p> <ul style="list-style-type: none"> Language relating to equipment e.g. screen, mouse, cursor etc. Names of computer programmes and characters. Developing directional language using remote control vehicles. Language related to toys e.g. press, button, turn, sound, move etc. Use language related to specific objects which the children are familiar with. Listening centre - on, off, play, stop, pause, eject etc. Shall we send a message? Shall I see if there are any emails? Should we photocopy this picture? Explain how you play / use it / work it. How do you make it...? Which program do you like? I wonder if you could have done it a different way? 	<p>Playing and Exploring - engagement</p> <ul style="list-style-type: none"> Seeking challenge Showing a 'can do' attitude Taking a risk, engaging in new experiences <p>Active Learning - motivation</p> <ul style="list-style-type: none"> Maintaining focus on their activities for a period of time Not easily distracted Persisting with activity when challenges occur Showing a belief that more effort or a different approach will pay off Bouncing back after difficulties Showing satisfaction in meeting their own goals Being proud of how they accomplished something - not just the end result Enjoying meeting challenges for their own sake rather than external rewards or praise <p>Creating and Thinking Critically - thinking</p> <ul style="list-style-type: none"> Finding ways to solve problems Finding new ways to do things Checking how well their activities are going Changing strategy as needed Reviewing how well the approach worked

ICT/Smart Table Sequence of Learning

End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none"> • Completes simple computer programmes • Uses technology in the role play area for correct purpose - tills, phones • Takes turns with some adult support 	<ul style="list-style-type: none"> • Talks about technology that they use at school and at home (alexa, Netflix, amazon prime etc) • Can change games on the SMART table. • Takes turns when playing games on the SMART table. • Knows how to turn listening centre on/off, volume control, play/pause/eject. 	<ul style="list-style-type: none"> • Uses technology for a purpose - asks to use ipad to take a photo of their model, • Knows how to operate camera on an ipad • Knows that we can use the ipad to find out information. • Controls ipad/SMART table with good fine motor control.