

# How things work

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## It's for you

### Learning objective

Know how to operate simple equipment.

### What to do

Make a display of a selection of telephones and invite the children to demonstrate how to use them to make and take calls. Talk together about what telephones are used for and how we make and receive calls. Give each child a copy of the photocopiable sheet. Ask them to look at the pictures of the people talking on the telephones. What do they think he/she is saying? Invite them to draw someone that they would like to speak to in the blank square.

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## Write about...

### Learning objective

Complete a simple program on the computer.

### What to do

Work with pairs or individuals and show them how to switch on the computer, printer and monitor. Guide the children through some first steps in a word processing program such as using the keyboard using keys such as the space-bar, delete and shift keys. At later sessions help the children to change the font, size and colour. Record the children's progress on the photocopiable sheets.

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## What's on TV?

### Learning objective



Know how to operate simple equipment.

### What to do

Bring a television into your setting and ask the children if they know how to use a remote control. Do they need to press any buttons? Let individuals demonstrate what they know. Give each child a copy of the activity sheet

and invite them to draw a picture of their favourite programme on the screen and write about it underneath.

**Support:** A picture of a familiar rhyme is provided and the children are asked to guess what the picture is about.

**Extension:** The children are invited to draw and write about two of their favourite programmes.

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## What's the difference?

### Learning objective



Find out about and identify the uses of everyday technology.

### What to do

Provide a selection of small-world vehicles for the children to examine and explore. Talk about their real counterparts, how they work and what makes them go. Ask the children to sort the toys to specified criteria, such as air, land and sea vehicles. Provide each child with an activity sheet and ask them to cut out and stick the pictures into two sets, explaining their reasons.

**Support:** There are less pictures to sort, and the rings have been labelled.

**Extension:** The children are required to sort some pictures into three categories.

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## Pairs

### Learning objective



Perform simple functions on ICT apparatus.

### What to do

If possible provide access to a real washing machine. Alternatively provide pictures of washing machines and a toy washing machine that has buttons and switches. Together, consider what a washing machine does. Talk about the different programmes and cycles and look at the buttons, dials and switches. Wash (or pretend to wash) a big load of socks! Enlist the children's help to sort

# It's for you!

