

# LESSON PLAN

## Problem-solving with ICT

### Early Learning goals

- Children initiate investigative play to solve self-generated problems and discoveries (EYLF 4.2)
- To experiment and use digital technologies such as programmable toys to investigate and problem solve (EYLF 4.5)
- Children will incorporate imaginary technologies as features of their play (EYLF 5.5)

### Activity

Create a street circuit for the programmable toy for the children to role play with. Use building blocks to help guide the bee bot, for example, and the children will need to pretend that it is a school bus. Travel around the circuit to pick up school children.

### Extension

Change the street circuit different times to see how the children problem-solve the instructions for the bee bot.

### ICT Resources

- Programmable toy i.e. bee bot
- Floor mat for programmable toys or create one yourself
- Building blocks
- Children's favourite toys

### ICT Levels of Differentiation

- To be able to switch on/off
- To be able to move randomly
- To be able to program backwards and forwards.
- To be able to program forwards/turn/return

### Ideas for adapting to my context



## Lesson Procedure: How will it develop?

Introduction:

Main Activity:

Group work:

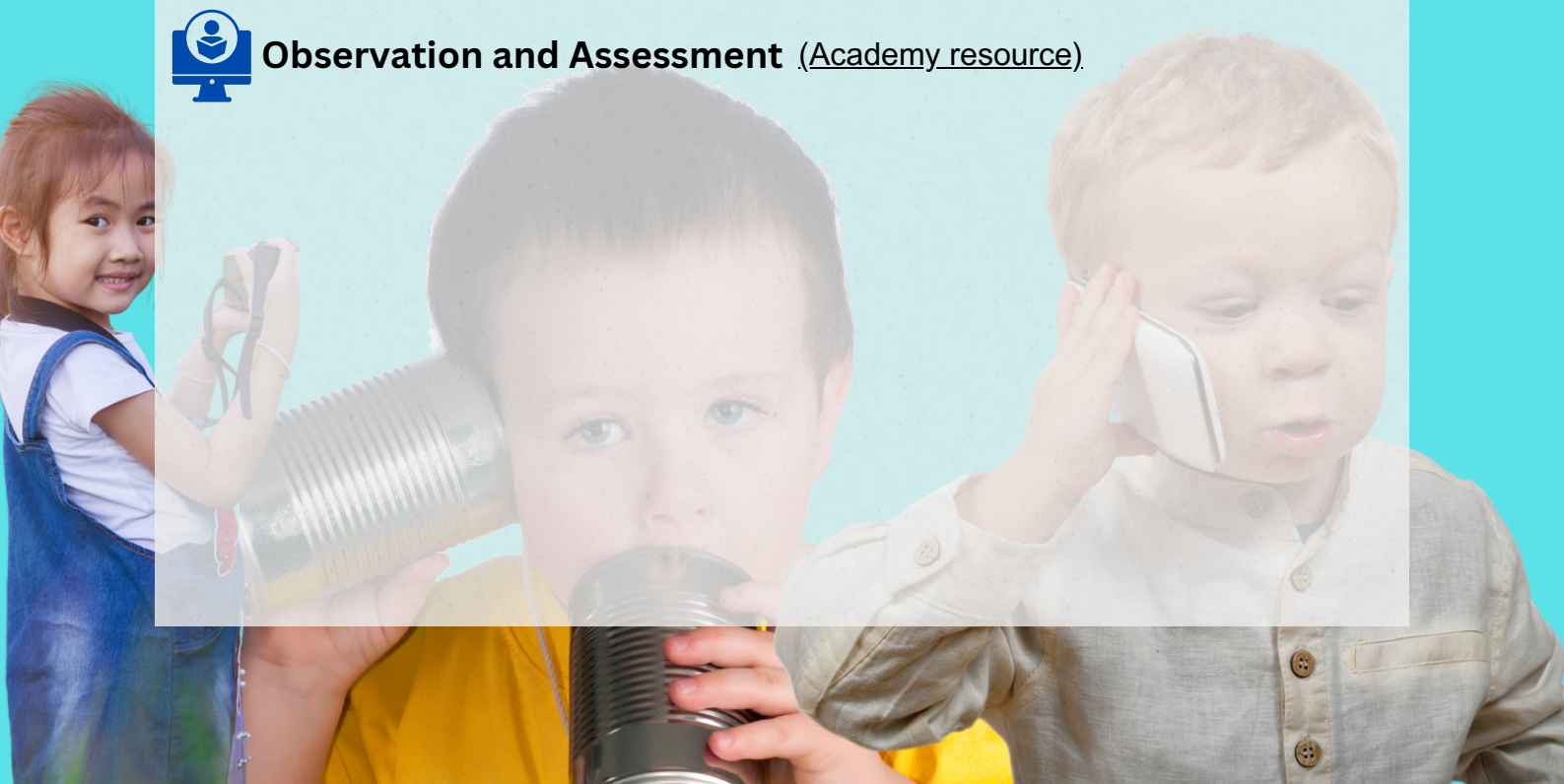
Independent practice:



**Critical Reflection** ([Academy resource](#)).



**Observation and Assessment** ([Academy resource](#)).



## Instructions

1. Lay the floor mat on the ground or if you don't have one, create one yourself for the children to use.
2. Get building blocks and set out a circuit for the programmable toy to move around.
3. Ask the children to choose their favourite toys and to place it around the circuit.
4. With your choice of programmable toy assist the children with making decisions about what buttons to instruct the toy around the circuit.
5. Once they have completed the circuit change the circuit a few more time to determine how the children problem-solve the instructions for the programmable toy.

Higher Order Thinking Skills	Computer Skills	KLAs
Deciding what buttons to instruct the toy	Pushing the forward and backward button	Problem solving
Understanding instructions	Selecting turn button	Mathematics
	Selecting and pressing the stop and go button	