ActiveBYTE Early Years: Think it, Do it, Live it!

This ActiveBYTES guidance supports the continuous provision of online safety learning throughout the Early Years and provides preparation for Foundation Stage ActiveBYTE outcomes.

To support provision, the ActiveBYTES EYFS Building Habits poster should be displayed and referred to regularly to reinforce key messages and vocabulary.

Whilst the objectives are organised into Autumn, Spring and Summer terms to align with ActiveBYTES termly themes in schools, all aspects of provision may be relevant throughout the year and should be referred to whenever appropriate.

Particular emphasis should be placed on the all-year objective, **'I use devices with a safe adult.'**, as this is the key safeguarding principle that underpins all other online safety learning.

Throughout Early Years:			
Provide opportunities for children to experience a range of devices, such as:	**Adults model vocabulary, such as:**		**Adults use questions, such as:**
Desktop PCs/Laptops Tablets Interactive whiteboards Programmable toys (e.g. Bee-Bots) Cameras Visualisers Digital microscopes Audio recorders Walkie-talkies Remote-control toys	Safe adult Help Rule Device Screen Computer Tablet App Robot	Electricity Internet Online Share Turn Kind Camera Photograph	What are our rules for this? Who chose this game or app for us? Is a safe adult with us? What could we say if we would like a turn? What do you like doing on this device? Can this robot need to eat/sleep? Have you seen this photo/video before? What happens when the battery runs out? What would you like to do when you have finished?

Term	**Active Outcomes**	**Provision**
ALL	**I use devices with a safe adult.**	Establish use of rehearsed phrases for children to ask a safe adult to be with them before they use a device. Role-play situations where children seek help from a safe adult. Play 'hide and seek' to practise checking whether a safe adult is with them when using technology devices. Encourage children to call out if they cannot see a safe adult.

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Termly Whole-School ActiveBYTES Themes

Term	Active Outcomes	Provision
Autumn Term: I am kind and responsible	**I begin to use rules given to me by a safe adult when I use technology**	Use displays and flash cards to rehearse rules whenever technology is used Share the rules with parents/carers
	I am kind to others when sharing technology devices	Model and guide children to share technology devices Rehearse phrases to ask others to share the use of a device Use kind and not kind role play to explore sharing and feeling left out
	I use technology chosen by safe adults to help me play and learn	Provide opportunities for children to use QR codes, shortcuts or hyperlinks to access carefully chosen activities
Spring Term: I am safe and secure	**I am careful with technology devices**	Use visual prompts to help children to support each other to look after technology devices Remind children to carry and use technology carefully
	I use devices with other people, talking about what we do	Encourage children to talk about what they are doing with technology
	I talk about how devices and apps are different from people	Use stories, role play and conversations to explore what people can do that devices cannot do, such as having feelings, making friends and needing food and sleep
	I notice when devices show things from before	Show children photographs, videos and other things on devices that have been created, viewed or saved before
Summer Term: I am healthy	**I tell you some things that are the same and different about me and my friends**	Use photographs, mirrors, books and discussions to explore similarities and differences between people Share books and images that reflect a diverse range of people, families and communities Discuss how pictures do not show everything about a person
	I use apps, games and websites that safe adults choose for me	Build an expectation that children only use apps, games and websites that a safe adult has selected Create a display of appropriate games and apps to play in the setting and to share with parents and carers
	I stop using a device and choose another activity when asked	Use a range of visual and auditory cues such as timers, count down or a bell to practise finishing with a device Before children stop using devices, help them decide what they will do next
	I notice that devices don't work without electricity	Show children devices when they are not plugged in or charged and talk about why they don't work Remind children to switch devices off when they have finished using them

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