



Basic Literacy ICT skills			
FS1	FS 2	Year 1	Year 2
<p>With support use the classroom based smartboard.</p> <p>July time introduce tablet time- ready for transition to FS2</p>	<p>Log on to tablets using the classroom prompts</p> <p>Access painting software and explore different techniques</p> <p>Explore tablets to take photos. Take photos of their own work e.g. in block play etc</p>	<p>Log on to computer independently</p> <p>Use mouse and keyboard independently</p> <p>Type first and second name independently</p> <p>Add labels and text boxes for drawings</p> <p>Log in to software programs like Oxford Owl once shown.</p> <p>With support save work to shared class folder.</p> <p>Take a photo for a specific purpose, explore landscape and portrait</p>	<p>Log on to most hardware and software independently</p> <p>Write a small passage, change font and text sizing</p> <p>Log on to multiple software/ applications independently</p> <p>Save work to shared area independently</p> <p>Take and edit photographs explore effects</p> <p>Use of Typing Club to increase speed of typing</p>



Using of Hardware

EYFS Curriculum 3-4 years Play, share and perform a wide range of music and songs from different cultures and historical periods. Play sound matching games. Reception Use images, video clips, shared texts and other resources to bring the wider world into the classroom, listen to what children say about what they see.		National Curriculum Pupils should be taught: Recognise common uses of information technology in school and beyond. Develop their ideas through ICT at a level suitable for their digital world. Use technology safely and respectfully, keeping personal information private.	
FS 1 Learning objectives:- They begin to use simple hardware equipment.	FS 2 Learning objectives:- They can select and use technology for a range of different purposes.	Year 1 Learning objectives:- To explore and tinker with hardware to find out how it works Understand that computers and devices around us use input and outputs, identifying some of these. Learning where keys are located on the keyboard. Learn how to operate a camera.	Year 2 Learning objectives:- To understand what a computer is and that is made up of different components. Recognise that buttons cause effects and that technology follows instructions. Developing confidence with the keyboard and the basics of touch typing. Using greater control when taking photos with tablets or computers.
Vocabulary:- On, off, play, pause, stop	Vocabulary:- Tablet, laptop, TV, smartboard radio, CD	Vocabulary:- Hardware, software, input, output, key, keyboard, type, caps lock, camera, digital, shot,	Vocabulary:- Hardware, software, components, input, output, buttons, cause, effect, instructions, code, type, keys, keyboard, caps lock, space bar, shift, camera digital, shot, effects.
Learning opportunities:- <ul style="list-style-type: none"> • Change the track on the listening station. • Investigate wooden cog and levels board. • Play on smart board exploring colours and shapes • Pressing buttons on toys to create sound or pictures. 	Learning opportunities:- <ul style="list-style-type: none"> • Smartboard to access games and drawing. • Independent use of tablets. • During guided sessions using class tablets. • Navigate remote control cars around carpet area etc. • Use of listening stations and headphones. 	Learning opportunities:- In Computing sessions children will :- <ul style="list-style-type: none"> • Learn about computers and their role in the modern world. • Log on to school laptops • Navigate around a drawing package and click and drag • Explore taking photos with school tablets. 	Learning opportunities:- In Computing sessions children will:- <ul style="list-style-type: none"> • Name the different parts of a computer and label each part discussing the purpose of each. • Learn how technology is controlled and how they would use buttons to cause an effect. • Tour of school to look at and photograph examples of technology using tablets. • Look at computers in the real world and what they might use computers for.



Programming & Computational Thinking

EYFS Curriculum 3-4 years Apps on tablets enable children to mix marks, photos and videos to express meanings and tell their own stories Reception Use images, video clips, shared texts and other resources to bring the wider world into the classroom, listen to what children say about what they see		National Curriculum Art Pupils should be taught: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	
FS 1	FS 2	Year 1	Year 2
Learning objectives:- Explores toys or gadgets in order to create sound movement or a new image.	Learning objectives:- Use a simple painting program on the computer or a tablet to draw a topic related image.	Learning objectives:- Begin to use instructions to navigate a bee bot around a given area. Learn to debug in an unplanned scenario.	Learning objectives:- Begin to use coding software to explore, predict, test and explain a program.
Vocabulary:- Sound, move, travel, lift, press, turn, switches	Vocabulary:- Program, tablet, drawing, paint, paintbrush, rubber, size, draw,	Vocabulary:- Bee-bot, direction, instruction, move, travel, change, forwards, backwards, left, right, turn	Vocabulary:- Coding, code, software, explore, test, instructions, hide
Learning opportunities:- <ul style="list-style-type: none"> Change the track on the listening station. Show an interest in the smartboard and playing games of interest. Investigate wooden cog and levels board. Pressing buttons on toys to create sound or pictures. Lifting flaps on books 1.1 support with tablets Tinkering with pre loved computer accessories in role play provision. 	Learning opportunities:- <ul style="list-style-type: none"> Painting program on tablets demonstrated as a whole class input. Painting app demonstrated to a small group. Timetabled interactions with tablets to mentor/ coach children how to use these programs/devices appropriately. Free use/ investigation of tablets. Tinkering with pre loved computer accessories in role play provision. 	Learning opportunities:- <ul style="list-style-type: none"> Give children time to explore the bee-bot and work in small groups to give commands. Create a map with obstacles using block play resources/ bee-bot mats. Children to navigate the bee-bot around obstacles and debug if it goes the wrong way. Record their instructions using simple images or commands in written form. 	Learning opportunities:- <ul style="list-style-type: none"> Record their instructions using simple images or commands. Use bee-bots or scratch to create an algorithm and de-bug it. Create a simple code using https://www.discoveryeducation.co.uk/free-resources#sec-970934



Long term Planning Key stage One – Teach Computing units of work

Year One	Autumn	Spring	Summer
Cycle A	<u>Technology around us</u>	<u>Creating media- digital painting and writing</u>	<u>Programming algorithms- moving a robot</u>
Cycle B	<u>Technology around us</u>	<u>Creating media- digital painting and writing</u>	<u>Programming algorithms- animations</u>

Year Two	Autumn	Spring	Summer
Cycle A	<u>Information technology around us</u>	<u>Robot Algorithms- creating and debugging programs (scratch)</u>	Pictograms- collecting data, organising it and using appropriate software. https://musiclab.chromeexperiments.com/
Cycle B	<u>Information technology around us</u>	<u>Robot Algorithms- creating and debugging programs (bee-bot)</u>	Summer: <u>Pictograms- collecting data, organising it and using appropriate software</u> https://www.j2e.com/jit5#pictogram

