

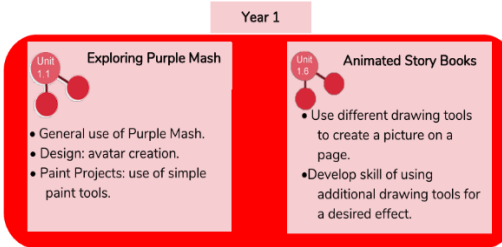


UNDERSTANDING THE WORLD - Computing

	3 -4 Years Old	Reception	Provision	Links to NC Year 1
<u>Mouse and Trackpad</u>	<ul style="list-style-type: none"> -To know how to 'hold' a mouse. -To be able to move the mouse and click the buttons. 	<ul style="list-style-type: none"> -To be able to move the mouse purposefully. -To be able to click the left-hand mouse button to perform an action. -To be able to use click and drag to move objects purposefully. 	<p>How to Hold a Mouse Poster on PM: Includes left and right-handed versions.</p> <p>Mouse Finder Game; play to practice purposeful, quick movement and clicking. NB There is also a faster version of this game if required.</p> <p>Move around Mini Mash to different areas to hear the names of the areas said out loud.</p> <p>Simple City Activities: Activities in each area of Simple City such as designing a farm picture help children develop click and drag skills.</p>	<p>Year 1</p> <p>Across Units</p>  <p>These skills are developed in all units. *Contingent on hardware used.</p>
<u>Keyboard</u>	<ul style="list-style-type: none"> - To know what a keyboard is, -To explore keyboard letters and imitate typing. -To begin to find individual letters on the keyboard. 	<ul style="list-style-type: none"> -To be able to find individual letters on the keyboard. -To use the spacebar. -To be able to delete using the backspace key and the DELETE key. -To be able to type both uppercase and lowercase 	<p>Make matching quizzes in which children match hand drawn letters to keyboard images.</p> <p>Alphabet Paint Projects: Accessed in the Reading and Writing area of Mini Mash. Children can type the letter as well as paint.</p>	<p>Year 1</p> <p>Across Units</p>  <p>These skills are developed in all units.</p>

		<p>letters using CAPS LOCK and shift.</p> <ul style="list-style-type: none"> -To be able to type numbers. -To be able to use the ENTER key. -To be able to use the arrow keys. -To be able to use the keyboard with all the above skills. 	<p>2Publish Alphabet Writing Template: This is in Purple Mash. Use the dropdown to select upper or lowercase letters. Use the text space to practice typing the letter.</p> <p>Children add first name and surname to paint projects with a space in between.</p>	
	3 -4 Years Old	Reception	Provision	Links to NC Year 1
<u>Drawing Skills</u>	<ul style="list-style-type: none"> -To be able to select colours. -To be able to mark make on a screen. 	<ul style="list-style-type: none"> -To be able to mark make purposefully on a screen. -To be able to control the pencil width. -To be able to control tools to experiment with. -To be able to use the undo function. -To be able to erase parts of pictures. -To be able to draw using a touch screen. -To be able to draw using mouse control. 	<p>Paint Projects in Mini Mash; on the washing line or in the Drawing and Painting area.</p> <p>Many tools have opportunities to create purposeful illustrations: 2Paint a Picture Simple Mode (in the Drawing and Painting area).</p> <p>2Create a Story (in the Reading and Writing area).</p> <p>Writing Templates such as Picture and Text (in the Reading and Writing area).</p>	 <p>Year 1</p> <p>Unit 1.1 Exploring Purple Mash</p> <ul style="list-style-type: none"> • General use of Purple Mash. • Design: avatar creation. • Paint Projects: use of simple paint tools. <p>Unit 1.6 Animated Story Books</p> <ul style="list-style-type: none"> • Use different drawing tools to create a picture on a page. • Develop skill of using additional drawing tools for a desired effect.

Robots

- To explore toy vehicles and moving robots.
- To press the buttons on a robot to investigate what happens

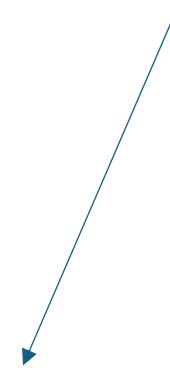
- To be able to describe a route that is in progress and a route taken by another person while it is being enacted.
- To be able to follow a route taken by another person after it has been enacted.
- To plan routes for toy vehicles and follow plans for toy vehicles.
- To use the buttons on a floor robot to make it move developing to using buttons with greater purpose e.g., program several buttons to make it move.
- To be able to interpret simple instructions to predict an outcome.

While moving a toy vehicle, describe the route using words such as turn, forwards and backwards.

Record the directions in advance verbally.

Use cue cards with pictorial directions to 'write' the route e.g. pictures of landmarks such as 'climbing frame', 'painting table', turn right arrow, turn left arrow, forward and backward arrows.

Use custom resources such as floor maps to plan a route using matching cue cards.



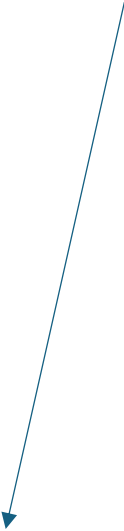
<p>Unit 1.7</p> <p>Coding</p> <ul style="list-style-type: none">• Concept of computers following given instructions.• Planning using an algorithm design.	<p>Unit 1.4</p> <p>Lego Builders</p> <ul style="list-style-type: none">• Algorithms.• Logical decision making.• Sequencing instructions.• Following instructions.	<p>Unit 1.5</p> <p>Maze Explorers</p> <ul style="list-style-type: none">• Concept of computers following given instructions.• Program logic and structure.
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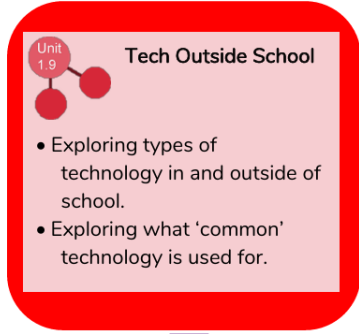
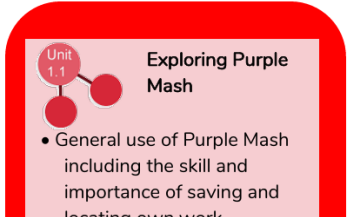
3 -4 Years Old

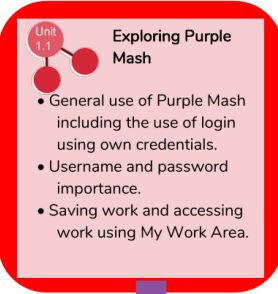
Reception

Provision

Links to NC Year 1

<p style="text-align: center;"><u>Sound</u></p>	<p>-To experiment in the music area of Mini Mash to create sounds.</p>	<p>-To experiment in the music area of Mini Mash to combine sounds.</p> <p>-To use the built-in sound effects in Purple Mash.</p> <p>-To be able to record spoken words and play these back.</p>	<p>Encourage children to explore the pipes on the wall in the outdoor area of Mini Mash. In the Music area; experiment with the tools 2Beat and 2Explore.</p> <p>Use of Mashcams in the Roleplay area of Mini Mash.</p> <p>Writing Template, Picture and Text has a sound button that can be used to link sound effects, children's composed and saved music from the music tools, recorded sound using a microphone, composed sound using the piano and guitar tools.</p>	<p style="text-align: center;">Year 1</p> <div style="border: 2px solid red; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Unit 1.6 Animated Story Books</p> <ul style="list-style-type: none"> • Use of adding sounds to multimedia pages. • Adding voice recordings to multimedia pages. • Creating suitable music for multimedia pages. </div> <div style="width: 45%;"> <p>Unit 1.7 Coding</p> <ul style="list-style-type: none"> • Use of sounds in context when making simple programs in order to enhance user experience. E.g. bubble makes a pop sound when clicked. </div> </div> </div>
<p style="text-align: center;"><u>Photography</u></p>	<p>-To be able to explore a camera.</p> <p>-To be able to take photos using a device</p>	<p>-To be able to look at photos and identify features.</p> <p>-To be able to take photos, with accuracy, using a device.</p> <p>-To be able to use the webcam in Mini Mash.</p> <p>-To be able to use own photos in work on a digital device.</p>	<p>Use the photo slideshows in Mini Mash (usually within topic pins). Can children relate the photos to their own experiences? Take photos from around the school and present for children to identify in real life.</p> <p>children take pictures using classroom devices. These can then be uploaded to writing project galleries by a teacher and saved in trays for children to use in their work. For example, use photos in the Writing Template Picture and Text to write or narrate a sentence about a photo.</p> <p>Children take photos of places around the school in the form of a photo 'treasure hunt'. Photos can be uploaded to a writing I can open photos that I have taken, in Purple Mash. Early Years Computing, S1 Photography template in Purple Mash such as a</p>	<div style="text-align: center;">  </div> <div style="border: 2px solid red; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Unit 1.6 Exploring Purple Mash</p> <ul style="list-style-type: none"> • Exploration of Purple Mash including the skill of opening files such as images. • Adding pictures to and text to own work. </div> <div style="width: 30%;"> <p>Unit 1.6 Animated Story Books</p> <ul style="list-style-type: none"> • Exploring image media functionality in 2Create a story e.g. changing backgrounds and importing pictures. </div> <div style="width: 30%;"> <p>Unit 1.6 Tech Outside School</p> <ul style="list-style-type: none"> • Using digital technology such as cameras and tablets to capture images with purpose to upload onto a software platform. </div> </div> </div>

			frame storyboard and saved in trays for children to complete by adding the photos to each image box. These could be printed to follow to find the 'treasure'.	
	3 -4 Years Old	Reception	Provision	Links to NC Year 1
<u>Technology Around Us</u>	<p>-To know the term technology</p> <p>-To name technology I have seen.</p>	<p>-To know the technology used in the home.</p> <p>-To be able to identify how technology is used outdoors.</p> <p>-To be able to identify technology used in the wider world.</p>	<p>Toy microwave, oven, hob, timer, music players, tv, cameras, clocks, magnifying mirror, scales, DIY tools, phones.</p> <p>Use Mashcams to talk about using technology in different home roles e.g. chef and refuse collector.</p> <p>Traffic lights, walkie talkies, toy petrol pump, metal detectors, torches, construction site tools, magnifying glass, binoculars, cameras.</p> <p>Toy shopping till, calculator, phone, barcode reader, QR codes, toy vehicles, spacecraft, doctors set.</p>	 <p>Unit 1.9 Tech Outside School</p> <ul style="list-style-type: none"> • Exploring types of technology in and outside of school. • Exploring what 'common' technology is used for.
<u>Esafet</u>	<p>-To know what the internet is</p> <p>- To know who I can ask for help.</p>	<p>-To be able to explain what 'private' means when using technology.</p>	<p>Extend PSHE discussion about privacy to use of technology. For example, if discussion talking to strangers, what would you tell them? Would you tell</p>	 <p>Unit 1.1 Exploring Purple Mash</p> <ul style="list-style-type: none"> • General use of Purple Mash including the skill and importance of saving and leaving own work.

	<p>- To be able to ask for help if I need it.</p>	<p>-To be able to express how it feels to be uncomfortable with something.</p> <p>-To be able to name 5 people who can help with negative feelings.</p> <p>-To be able to think about how to show kindness to others.</p> <p>-To begin to be aware of the impact of a lot of screen time.</p>	<p>someone you don't know on the computer anything.</p> <p>What should you keep private?</p> <p>Use 2Quiz to create sorting activities based upon class discussion. Can children sort things into private and not private?</p> <p>Part of PSHE activities that start to form the foundations of online safety. How do you feel in your body when you are not comfortable with something? - Relate to heart beating faster, feeling in your tummy, feeling upset or worried, shaky hands.</p> <p>Use the Purple Mash file Screen Time Ideas as the basis for class talk about balancing time and choosing healthy activities.</p>	
	3 -4 Years Old	Reception	Provision	Links to NC Year 1
Using Purple	<p>-To navigate PM</p> <p>-To login to PM, with help and with a picture password</p>	<p>-To navigate to PM login page.</p> <p>-Login in picture password.</p> <p>-Login in numbers.</p> <p>-Login in words.</p> <p>-My work area. -2Dos.</p>	<p>Use the quick login shortcut at school; see the admin settings on Purple Mash for this (drop-down arrow next to your name on the home screen).</p> <p>Print login cards for pupils to take home; see the admin settings on Purple Mash for this.</p> <p>In school show children how to input the web address or communicate this to parents.</p>	 <p>Unit 1.1 Exploring Purple Mash</p> <ul style="list-style-type: none"> • General use of Purple Mash including the use of login using own credentials. • Username and password importance. • Saving work and accessing work using My Work Area.

			Add the web address to favourites and children practice logging on in class to their own individual account.	
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