

Digital Literacy (Mechanics, searching/selecting, information and e-safety).

Information Technology (Digital artefacts and computing contexts)

Computer Science (Algorithms and programming, data and systems).

		<p>Aim: For our pupils to: Understand the fundamental principles and concepts of information and technology. (Foundations – Digital living skills) Know how to apply their skills to create programs, systems and a range of content. (Applications – Digital working skills) Be digitally literate, creative and active participants in a digital world. (Implications – Digital specialism)</p>					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Autumn 1 How much do you love me? Self-portraits, Halloween, Harvest Festival, Me and my family, Changes since I was a baby	Autumn 2 What can we imagine? Remembrance Day, Bonfire Night, Christmas, Diwali States of matter, Imaginary stories.	Spring 1 Who and what lives in our world? Chinese New Year, New Year, Shrove Tuesday, Ash Wednesday, Valentine's Day, World around us, maps, plants, seasons, houses.	Spring 2 Are eggs alive? Life cycles, plants, animals, Mother's Day, Easter, drawing and painting.	Summer 1 How many colours make a world? Favourite celebrations, seasons, differences, sculptures.	Summer 2 Who lives in a rockpool? Father's Day, seaside, rockpools, animals, oceans, collage.
		Personal, social and emotional development Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Understand gradually how others might be feeling. / Think about the perspective of others. Literacy Engage in story times. Listen and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Characteristics of effective learning Playing and exploring & active learning & creating and thinking critically		0-3 Year Olds: UTW Repeat actions that have an effect. Communication and language Understand how to listen carefully and why listening is important ELG Self-regulation Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Characteristics of effective learning Active learning & Creating and thinking critically		0-3 Year Olds: UTW Repeat actions that have an effect. Literacy Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check it makes sense Maths Link the number symbol (numeral) with its cardinal value Physical Development Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Characteristics of effective learning Playing and exploring & active learning	
		Internet Safety		Programming – Instructions - Kapow		Key Skills - Kapow	
EYFS Cycle A	3-4-year-olds	Children can sort good and wrong choices. They can select technology for a purpose and use it safely, e.g. using iPads to take photos or play games, BeeBots to move around maps, remote control toys, role play area toys etc). Children understand that they must ask an adult whether they can use a game or app. Children recognise who they can ask for help and know when they need help. Children understand that they need to share equipment and take turns.		To follow instructions as part of practical activities and games. <i>(E.g., using a blindfold, demonstrate with another adult giving and understanding instructions. Put children in pairs to reach the end of the obstacle course.) This could progress onto two step instructions in the next lesson with items of clothing: working in a circle, leave the clothes in a suitcase and ask children to given instructions to the next person before the timer goes off. (E.g., pick up the boots then zip up your coat.)</i> To learn how to follow instructions and debug them when things go wrong <i>e.g., washing hands correctly only using instructions from the children then realising the problems, allowing them to start again with new instructions.</i>		<u>Modelled and supported</u> To learn what a keyboard is and how to locate relevant keys. To know that we can log in and log out on our devices. To understand why we need to log out. To begin to develop basic computer (mouse if possible) skills such as moving and clicking. To begin to use a simple online paint tool to create digital art. Take pictures of specific things for a specific purpose, e.g., growing seedling, observing weather and changes over time. To use buttons to play back sounds on an iPad/computer.	
	4-5-year-olds	Children recognise the impact of good choices and consequences of wrong ones. They can select and use technology for a purpose and use it safely, e.g. using iPads to take photos or play games, BeeBots to move around maps, remote control toys, role play area toys etc). Children understand that they must ask an adult whether they can use a game or app. Children know that information can be retrieved from computers and can tell an adult if what they see makes them feel worried.		To learn that an algorithm is a set of instructions in a specific order. <i>E.g., look at pictures and ask children to predict the outcome. Hand out jumbled images then ask children to stick them in the correct order, to show the algorithm.</i>		<u>Independent / Group work</u> To learn what a keyboard is and how to locate relevant keys, e.g., typing their name. To learn how to log in and log out of a simple account, e.g., Numbots. To understand why we need to log out. To continue to develop basic computer (mouse if possible) skills such as moving and clicking. To use a simple online paint tool to create digital art.	

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		<p>Children recognise who they can ask for help and know when they need help. Children understand and can share equipment and take turns.</p>		<p>With greater independence, children to take photos for specific purposes and be able to find these images again on the iPad. To understand how to watch and rewind videos, such as on YouTube kids.</p>
Vocab		<p>Safety, choices, laptop, phone, cars, watch, clock, scales, toys, whiteboard, iPad, games. Resources for Internet Safety - Smartie the Penguin stories for story time discussions. Smartie 1 – Pop ups and in app purchasing, inappropriate websites for young children, cyberbullying Smartie 2 – Upsetting images, unreliable information, talking to strangers online.</p>	<p>Straight, left, right, side, stand still, stop, under, walk, hop, tiptoe, shuffle, skip, run, describe, instructions, first, second, third, last, sequence, order etc. Resources – blind folds, images, obstacle course items.</p>	<p>Computer, monitor, keyboard, mouse, log in, log out, left click, right click, arrow, cursor</p>

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		Autumn 1	Autumn 2	Summer 1	Summer 2	Spring 1	Spring 2	
		Do you want to be my friend? Halloween, Harvest Festival, Life cycle, families, history, society, different occupations, grown-ups, self-portraits.	What happens when I fall asleep? Remembrance Day, Bonfire night, Christmas, Diwali, Animals. - nocturnal, stars, astronauts, coloured paintings.	How does food get on my plate? Farming, occupations, farm animals, grandparents and eating, good health.	How do things change? Father's Day, seasons, past and present, same clothes, collage, textures.	Can we explore it? Chinese New Year, New Year, Shrove Tuesday, Ash Wednesday, Exploring states of matter, Lego, cars for long journeys, print making.	Can we make a difference? Occupations, recycling, helping the world, sculptures, playdough.	
		Personal, social and emotional development Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Understand gradually how others might be feeling. / Think about the perspective of others. Literacy Engage in story times. Listen and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Characteristics of effective learning Playing and exploring & active learning & creating and thinking critically		0-3 Year Olds: UTW Repeat actions that have an effect. Communication and language Articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Maths Count objects, actions and sounds Subitise, count beyond ten, compare numbers, understand one more/one less, continue, copy and create repeating patterns, compare length, weight and capacity Characteristics of effective learning Playing and exploring & active learning & Creating and thinking critically			0-3 Year Olds: UTW Repeat actions that have an effect. Literacy Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check it makes sense Maths Link the number symbol (numeral) with its cardinal value Physical Development Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Characteristics of effective learning Playing and exploring & active learning	
		Internet Safety		Data Handling – Loose Parts Play – Introduction to Data - Kapow Data Handling – Loose Parts Play			Key Skills – Kapow	
EYFS Cycle B	3-4-year-olds	Children can sort good and wrong choices. They can select technology for a purpose, e.g. using iPads to take photos or play games, BeeBots to move around maps, remote control toys, role play area toys etc). Children understand that they must ask an adult whether they can use a game or app. Children recognise who they can ask for help and know when they need help. Children understand that they need to share equipment and take turns.		To understand how to sort and categorise objects To explain how items have been sorted and categorised <i>Ask chn to explore and play with loose parts that you have laid out. Whilst they play, observe how they naturally sort and categorise the objects. Use language relating to sorting and categorising as you become involved in the play too.</i> <i>Put children into groups of 4/5 & ask them to sort themselves from tallest to shortest. Talk about any problems and find solutions. This time, by eye colour, hair colour, clothes, shoe size etc.) Then ask them to choose a category for themselves.</i> <i>Play yes/no games to discuss how you can 'sort data' into groups. E.g., do you walk to school? Do you have a sister? Do you like cheese? Etc.</i>			<u>Modelled and supported</u> To learn what a keyboard is and how to locate relevant keys. To know that we can log in and log out on our devices. To understand why we need to log out. To begin to develop basic mouse skills such as moving and clicking. To begin to use a simple online paint tool to create digital art. Take pictures of specific things for a specific purpose, e.g., growing seedling, observing weather and changes over time. To use buttons to play back sounds on an iPad/computer.	
		Children recognise the impact of good choices and consequences of wrong ones. They can select and use technology for a purpose, e.g. using iPads to take photos or play games, BeeBots to move around maps, remote control toys, role play area toys etc). Children understand that they must ask an adult whether they can use a game or app. Children know that information can be retrieved from computers and can tell an adult if what they see makes them feel worried. Children recognise who they can ask for help and know when they		To explore and understand the concept of branch databases. <i>Similar activity but record results this time. This could be an outside activity drawing an arrow for yes and an arrow for no – chn to follow the arrow and form a group. Repeat with yes/no questions.</i> To understand how to represent data in a pictogram. To understand how to read a simple pictogram. <i>Draw a large graph and write numbers up the side. Hand out envelopes with fruit cards in. Draw a simple fruit at the bottom of each column. Ask chn if they like bananas then they come and stick theirs on – discuss where</i>			<u>Independent / Group work</u> To learn what a keyboard is and how to locate relevant keys, e.g., typing their name. To learn how to log in and log out of a simple account, e.g., Numbots. To understand why we need to log out. To continue to develop basic mouse skills such as moving and clicking. To use a simple online paint tool to create digital art. With greater independence, children to take photos for specific purposes and	

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		<p>need help. Children understand and can share equipment and take turns.</p>	<p><i>it must be positioned. Count how many like bananas and repeat for other fruits. When the graph is complete, discuss most popular and least popular.</i></p>	<p>be able to find these images again on the iPad. To understand how to watch and rewind videos, such as on YouTube kids.</p>
Vocab	<p>Safety, choices, laptop, phone, cars, watch, clock, scales, toys, whiteboard, iPad, games. Resources for Internet Safety - Smartie the Penguin stories for story time discussions. Smartie 1 – Pop ups and in app purchasing, inappropriate websites for young children, cyberbullying Smartie 2 – Upsetting images, unreliable information, talking to strangers online.</p>	<p>Sort, categorise, group, describe, more, less, count, total, altogether, colour, pattern, size, bigger than, smaller than, height, length, width, pictogram etc. Resources – A collection of loose parts (varying in shape, size, colour and texture). Boxes or baskets for children to sort items into (egg boxes and tins work well) tuff tray (optional). Chalk, pen and paper, camera. Envelopes, large graph paper, glue or blu tack.</p>	<p>Computer, monitor, keyboard, mouse, log in, log out, left click, right click, arrow, cursor Resources – iPads, computers, technology role-play items, YouTube kids.</p>	

Supporting the children's curiosity

Offer to help the children find out more about their chosen topic using the computer. You could:

- Look up pictures to help with a modelling project.
- Search for videos showing traditional dances.
- Use a safe search engine to find out information or facts.
- Search for and listening to music.
- Find out about different customs and festivals.
- Use Google Maps to explore the local area.
- Use Google Earth to explore the globe.

Resource ideas for continuous provision

- Old laptop
- Keyboard
- Old mobile phone
- Plug-in telephone
- Typewriter
- Vintage coffee grinder
- Weighing scales
- Cars
- Watch
- Clock
- Wind-up toys
- Toys with gears, levers, pulls, knobs or handles
- Interactive whiteboard

Electrical items with switches or buttons

- CD player
- Headphones
- Voice recorder
- Light-up vanity mirror
- Electrical microscope
- Lamp
- BeeBot
- Torch
- Alarm clock
- Microphone

Role-play (pretend) items

- Microwave
- Cooker
- Iron
- Washing machine
- Camera
- Fridge/freezer
- Drill
- Vacuum cleaner
- Television

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