

Early Years		
Early Learning Goal	Vocabulary	Frameworks
<p>Statutory ELG: None</p> <p>Birth to Five Matters: Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively within early years practice.</p>	<p>CD player, iPad, camera, phone, calculator, tablet, photographs, video,</p> <p>Internet, website, app, online,</p> <p>Email,</p> <p>Robots, patterns,</p>	<p>Birth to 5 Matters</p> <p>Understanding the world: Technology (Age range 5, roughly 36 to 48 months) A Unique Child: what a child might be doing</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images • Knows that information can be retrieved from digital devices and the internet • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet <p>(Age range 6, roughly 48 to 71 months) A Unique Child: what a child might be doing</p> <ul style="list-style-type: none"> • Completes a simple program on electronic devices • Uses ICT hardware to interact with age appropriate computer software • Can create content such as a video recording, stories, and/or draw a picture on screen • Develops digital literacy skills by being able to access, understand and interact with a range of technologies • Can use the internet with adult supervision to find and retrieve information of interest to them <p>Development Matters No guidance provided</p>

Key Stage One			
	Autumn	Spring	Summer
Year A			
Topic	Unit 1.1 Online safety and exploring purple mash Unit 2.5 Effective searching Unit 1.4 Lego builders Unigt 1.9 Technology outside school	Unit 1.2 Grouping and sorting Unit 2.6 Creating pictures Unit 1.8 Spreadsheets	Unit 1.7 and 2.1 Coding
Relevant area of Programme of study	FROM THE NATIONAL CURRICULUM : -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. -use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school	FROM THE NATIONAL CURRICULUM : -use technology purposefully to create, organise, store, manipulate and retrieve digital content	FROM THE NATIONAL CURRICULUM : -understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions -create and debug simple programs use logical reasoning to predict the behaviour of simple programs
Vocabulary	1.1 Log IN, Avatar, log out, username, my work, password, topics, tools, notification, save	1.2 sort, criteria 2.6 impressionism, palette, share, surrealism, pointilism, template	1.7 action, character, coding, background, collision detection, code block, command, code design, button, design mode

	<p>1.4 Instruction, algorithm, computer, program, debug</p> <p>2.5 Internet, search, search engine,</p> <p>1.9 technology</p>	<p>1.8 arrow keys, cells, lock tool, move cell tool, clip art, backspace key, cursor, count tool, rows, speak tool, columns, delete key, image tool box, spreadsheet</p>	<p>2.1 action, character, command, algorithm, code block, debug/debugging, bug, code design, design mode</p>
Concepts	<p>Coding and esaftey and how to use the internet safely</p>	<p>data handling and sorting information</p>	<p>coding</p>
Key Knowledge	<p><u>1.1</u></p> <ul style="list-style-type: none"> To log in safely. To learn how to find saved work in the Online Work area and find teacher comments. To learn how to search Purple Mash to find resources. To become familiar with the icons and types of resources available in the Topics section. To start to add pictures and text to work To explore the Tools and Games section of Purple Mash. To learn how to open, save and print. To understand the importance of logging out. <p><u>1.4</u></p> <ul style="list-style-type: none"> To compare the effects of adhering strictly to instructions to completing tasks without complete instructions. To follow and create simple instructions on the computer. To consider how the order of instructions affects the result. 	<p><u>1.2</u></p> <ul style="list-style-type: none"> To sort items using a range of criteria. To sort items on the computer using the 'Grouping' activities in Purple Mash. <p><u>2.6</u></p> <ul style="list-style-type: none"> To learn the functions of the 2Paint a Picture tool. To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). To recreate Pointillist art and look at the work of pointillist artists such as Seurat. To learn about the work of Piet Mondrian and recreate the style using the lines template. To learn about the work of William Morris and recreate the style using the patterns template. To explore surrealism and eCollage <p><u>1.8</u></p> <ul style="list-style-type: none"> To know what a spreadsheet program looks like. How to open 2Calculate in Purple Mash. How to enter data into spreadsheet cells. 	<p><u>1.7</u></p> <ul style="list-style-type: none"> To understand what coding means. To use design mode to set up a scene. To add characters. To use code blocks to make the character perform actions. To use collision detection. To save and share work. To know the save, print, open and new icon. <p><u>2.1</u></p> <ul style="list-style-type: none"> To understand what an algorithm is. To design algorithms and then code them. To compare different object types. To use the repeat command. To use the timer command. To know what debugging is and debug programs.

	<p><u>2.5</u></p> <ul style="list-style-type: none"> To understand the terminology associated with searching. To gain a better understanding of searching on the Internet. To create a leaflet to help someone search for information on the Internet. <p><u>1.9</u></p> <ul style="list-style-type: none"> To walk around the local community and find examples of where technology is used. To record examples of technology outside school. 	<ul style="list-style-type: none"> To use 2Calculate image tools to add clipart to cells. To use 2Calculate control tools: lock, move cell, speak and count. 	
Year B			
Topic	<p>Unit 1.1 Online safety and exploring purple mash</p> <p>Unit 1.5 Maze explorers</p> <p>Unit 2.4 Questioning</p> <p>Unit 2.2 Online safety</p>	<p>Unit 1.6 Animated story books</p> <p>Unit 2.7 Making music</p> <p>Unit 2.3 Spreadsheets</p>	<p>Unit 1.3 Pictograms</p> <p>Unit 2.8 Presenting ideas</p>
Relevant area of Programme of study	<p>FROM THE NATIONAL CURRICULUM :</p> <p>-use technology safely and respectfully, keeping personal information private;</p>	<p>FROM THE NATIONAL CURRICULUM :</p>	<p>FROM THE NATIONAL CURRICULUM :</p>

	identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	--use technology purposefully to create, organise, store, manipulate and retrieve digital content	--use technology purposefully to create, organise, store, manipulate and retrieve digital content
Vocabulary	<p>1.1 Log IN, Avatar, log out, username, my work, password, topics, tools, notification, save</p> <p>1.5 direction, rewind, left turn, debug, forward, challenge, arrow, backwards, instruction, undo, right turn, algorithm,</p> <p>2.4 pictogram, collate, avatar, database, binary tree, question, data</p> <p>2.2 Search, display board, Internet, sharing, email, attachment, digital footprint</p>	<p>1.6 animation, font, sound effect, e-book, file display board</p> <p>2.7 bpm, instrument, soundtrack, composition, music, tempo, digitally, sound effects, volume</p> <p>2.3 backspace key, count tool. Move cell tool, rows, delete key, copy and paste, columns, equals tool, speak tool, cells, image toolbox, spreadsheet, lock tool</p>	<p>1.3 pictogram, data, collate</p> <p>2.8 concept map, quiz, narrative, audience, non fiction, node, animated, presentation</p>
Concepts	e safety - using direction and instructions	data handling and using technology to create an e book and music	use progrmas to show information
Key Knowledge	<p>1.1</p> <ul style="list-style-type: none"> To log in safely. To learn how to find saved work in the Online Work area and find teacher comments. To learn how to search Purple Mash to find resources. To become familiar with the icons and types of resources available in the Topics section. To start to add pictures and text to work 	<p>1.6</p> <ul style="list-style-type: none"> To introduce e-books and the 2Create a Story tool. To add animation to a story. To add sound to a story, including voice recording and music the children have composed. To work on a more complex story, including adding backgrounds and copying and pasting pages. To share e-books on a class display board. 	<p>1.3</p> <ul style="list-style-type: none"> To understand that data can be represented in picture format. To contribute to a class pictogram. To use a pictogram to record the results of an experiment. <p>2.8</p> <ul style="list-style-type: none"> To explore how a story can be presented in different ways. To make a quiz about a story or class topic.

	<ul style="list-style-type: none"> • To explore the Tools and Games section of Purple Mash. • To learn how to open, save and print. • To understand the importance of logging out. <p><u>1.5</u></p> <ul style="list-style-type: none"> • To understand the functionality of the direction keys. • To understand how to create and debug a set of instructions (algorithm). • To use the additional direction keys as part of an algorithm. • To understand how to change and extend the algorithm list. • To create a longer algorithm for an activity. • To set challenges for peers. • To access peer challenges set by the teacher as 2dos. <p><u>2.4</u></p> <ul style="list-style-type: none"> • To learn about data handling tools that can give more information than pictograms. • To use yes/no questions to separate information. • To construct a binary tree to identify items. • To use 2Question (a binary tree database) to answer questions. • To use a database to answer more complex search questions. • To use the Search tool to find information. 	<p><u>2.7</u></p> <ul style="list-style-type: none"> • To make music digitally using 2Sequence. • To explore, edit and combine sounds using 2Sequence. • To edit and refine composed music. • To think about how music can be used to express feelings and create tunes which depict feelings. • To upload a sound from a bank of sounds into the Sounds section. • To record and upload environmental sounds into Purple Mash. • To use these sounds to create tunes in 2Sequence. <p><u>2.3</u></p> <ul style="list-style-type: none"> • To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine. • To learn how to copy and paste in 2Calculate. • To use the totalling tools. • To use a spreadsheet for money calculations. • To use the 2Calculate equals tool to check calculations. <ul style="list-style-type: none"> • To use 2Calculate to collect data and produce a graph 	<ul style="list-style-type: none"> • To make a fact file on a non-fiction topic. • To make a presentation to the class.
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	<p><u>2.2</u></p> <ul style="list-style-type: none">• To know how to refine searches using the Search tool.• To use digital technology to share work on Purple Mash to communicate and connect with others locally.• To have some knowledge and understanding about sharing more globally on the Internet.• To introduce Email as a communication tool using 2Respond simulations.• To understand how we should talk to others in an online situation.• To open and send simple online communications in the form of email.• To understand that information put online leaves a digital footprint or trail.• To identify the steps that can be taken to keep personal data and hardware secure.		
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