



|                 | Nursey                                                                                                                                                                                                                                                                                                        | Reception                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Autumn 1</b> | <p>Through the Year:-</p> <p>Role play (technological toys e.g. iron, microwave, telephone, computer) - use and operate simple technological devices in everyday life, - talk about and use 'make believe' technology in play.</p> <p>Use interactive White board games where they select, move and draw.</p> | <p><b>Focus: Use of 2Paint a Picture on Purple Mash and Whiteboard Annotate on IWB (Information Technology)</b></p> <ul style="list-style-type: none"> <li>• I can draw using a touch screen</li> <li>• I can mark make purposefully on the screen</li> <li>• I can recognise the paintbrush tool</li> <li>• I can use large gross-motor movements to make marks on the IWB</li> <li>• I can use the paintbrush tool to make lines, shapes and patterns</li> <li>• I can change the colour on the colour palette</li> <li>• I can use the rubber when I make mistakes</li> </ul> <p><b>Links to EYFS</b></p> <p>Physical Development</p> | <p><b>Focus: Using Pic Collage to present information about our self (Information Technology)</b></p> <ul style="list-style-type: none"> <li>• I can select the photo app and set to take a photograph</li> <li>• I can recognise what makes a good photograph and know how to use the yellow square to help, using delete to remove unwanted photographs</li> <li>• I can open the Pic Collage app and start a new project</li> <li>• I can take a picture and import it to Pic Collage</li> <li>• I can use the icons to change the colour of the background</li> <li>• I can use a text bot to write a simple sentence</li> <li>• I can save to the iPad and print</li> </ul> | <p><b>Focus: Using Kiddle and Pic Collage to present information (Information Technology)</b></p> <ul style="list-style-type: none"> <li>• I can understand that Kiddle is a child friendly search engine that I can use to keep me safe</li> <li>• I know that to search I need to use key words and phrases</li> <li>• I know that 'ad' means that it is an advertised link</li> <li>• I understand that not all information on the web is true. I need to trust the website.</li> </ul> |

## Autumn 2

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

### Literacy

- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."

### Understanding the World

- Explore how things work.

### Expressive Arts and Design

- Start to make marks intentionally.
- Explore paint, using fingers and other parts

### Focus: Just Paint and Write- All about me- Part 1 (Information Technology)

- I can log into the Entrust/Launch with QR code and explain the importance of keeping my password safe
- I can create a JIT 5 paint page
- I can use drawing tools to resize paint brushes and change the colour
- I can modify my work by undoing or deleting
- I can save my work by giving it a file name
- I can change the background using templates
- I can use an onscreen keyboard to add text
- I can retrieve my work

### Focus: Way to present information (Information Technology)

- I can use the web option to search for images to create stamps
- I can combine drawing, stamps and writing to present my work
- I can create several paintings and save them as pictures to use later
- I can use my paintings as background for my writing
- I can give responsible and respectful feedback to a partner

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|                        |  | <p>of their bodies as well as brushes and other tools.</p> <ul style="list-style-type: none"> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> </ul> |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                               |
| <b><u>Spring 1</u></b> |  | <p><b><u>Focus: Use the iPad to take a picture- Camera (Information Technology)</u></b></p> <ul style="list-style-type: none"> <li>I can hold and carry an iPad safely</li> <li>I can recognise the icon to press to open the camera</li> <li>I can hold the iPad still to focus</li> <li>I can capture a picture using the correct button</li> </ul>                                                                                            | <p><b><u>Focus: Simple Algorithms and Programs- Part 1- Turtle (Computer Science)</u></b></p> <ul style="list-style-type: none"> <li>I can explain what an Algorithm is</li> <li>I can explain what a program is</li> <li>I can recognise that instructions need to be written clearly and in the correct order to complete a task</li> </ul> | <p><b><u>Focus: Programming- Scratch- Part 1 (Computer Science)</u></b></p> <ul style="list-style-type: none"> <li>I can explain the difference between coding and programming</li> <li>I know that blocks are used to help the programmer to build a 'programming script'</li> <li>I can make my sprite move in the way I have planned by joining blocks together</li> </ul> |

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|                 |  | <p><b>Links to EYFS</b></p> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Develop manipulation and control.</li> <li>• Use a comfortable grip with good control.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul> | <ul style="list-style-type: none"> <li>• I can write a simple route-based program from an algorithm</li> <li>• I can understand what debug means and use it to fix errors in a route-based program</li> <li>• I can think logically to solve a problem, predicting what will happen</li> <li>• I know that there is more than one way to solve a problem</li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>• I can use logical thinking to create a route and match the blocks needed</li> <li>• I can predict the outcome of a route before testing</li> <li>• I can identify and locate a bug in the programming script</li> <li>• I know a sprite can be changed</li> <li>• I can use the scrip area to program a range of blocks</li> </ul>                                                                                                       |
| <b>Spring 2</b> |  | <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Explore how things work.</li> </ul>                                                                                                        | <p><b>Focus: Gathering Data and Creating Charts (Information Technology)</b></p> <ul style="list-style-type: none"> <li>• I can interpret data from a tally chart</li> <li>• I can add date to a pictogram using data from a tally chart</li> <li>• I can name and save my work</li> <li>• I can create a tally chart to collect data</li> <li>• I can read a pictogram and explain what information it is telling me</li> <li>• I can upload my pictogram to 'mix' and use it to present my work</li> </ul> | <p><b>Focus: Collecting, organising and presenting data (Information Technology)</b></p> <ul style="list-style-type: none"> <li>• I know what a multiple-choice question is and why they are a good way of collecting data from lots of people</li> <li>• I can answer multiple-choice questions for the purpose of collecting data</li> <li>• I can interpret data from a chart</li> <li>• I can design multiple-choice questions and yes/no questions to gather data</li> </ul> |

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| <b>Summer 1</b> |  | <p><b><u>Focus: Simple Algorithms using a Twister Mat and BeeBots to follow instructions (Computer Science)</u></b></p> <ul style="list-style-type: none"> <li>I can follow instructions to move my body, e.g. touch my head, jump up and down, turn around</li> <li>I can turn my body in different directions</li> <li>I can follow directions to move across a twister mat in different ways</li> <li>I know that instructions need to be in an order</li> <li>I can follow arrows backwards and forwards</li> <li>With help from a teacher, I can follow arrows left and right</li> <li>I can create a simple route based program using a Bee Bot pressing the arrows</li> <li>I can recognise that the more times I press the button, the further it will move</li> </ul> | <p><b><u>Focus: Create simple programs- Part 2- Retrieval and Challenge (Computer Science)</u></b></p> <ul style="list-style-type: none"> <li>I can give precise instructions to complete a simple task</li> <li>I can understand the importance of sequence when giving instructions</li> <li>I can explain the difference between an algorithm and a program</li> <li>I can create a simple route-based program</li> <li>I can debug a simple program</li> <li>I can use logical thinking to predict the outcome of an algorithm</li> <li>I know that there is more than one way to solve a problem</li> </ul> | <p><b><u>Focus: The Art of Animation (Information Technology)</u></b></p> <ul style="list-style-type: none"> <li>To use knowledge about the 5 oceans to create an animation with facts</li> <li>I know that a frame is an individual picture and when frames are shown in a sequence create an illusion of movement to make an animation</li> <li>I know that a frame is an individual picture in a sequence</li> <li>I know that an animation is an illusion created by the movement of frames</li> <li>I can create several paintings and save them as pictures to use later</li> <li>I can use the textures and colour wheel to add extra detail to my pictures</li> <li>I can make use of the 'onion skin' effect to add movement to my JIT animation</li> <li>I know the difference between the duplicate</li> </ul> |

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|                 |  | <ul style="list-style-type: none"> <li>I can use the clear button to start again</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>frame and add frame when using JIT animate</p> <ul style="list-style-type: none"> <li>I can add background images and stamps to my presentation</li> </ul> |
| <b>Summer 2</b> |  | <p><b>Links to EYFS</b></p> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Listen and respond to simple instructions</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul> | <p><b>Focus: Collect photographs and Paint Picture- Part 2 (Information Technology)</b></p> <ul style="list-style-type: none"> <li>I can add a photograph that has been shared with me and add it to a JIT5 'Write' file</li> <li>I can add text to a JIT5 'Write' file</li> <li>I can name and save my work</li> <li>I can take photographs and upload them to 'My Files'</li> <li>I can add my photographs to a JIT5 'Write' page and add a sentence to explain the picture</li> </ul> |                                                                                                                                                               |

