

Characteristics of effective learning		
<p>Playing and exploring *engagement*</p> <p>Finding out and exploring</p> <p>Showing curiosity about objects, events and people</p> <p>Using senses to explore the world around them</p> <p>Engaging in open-ended activity</p> <p>Showing particular interests</p> <p>Playing with what they know</p> <p>Pretending objects are things from their experience</p> <p>Representing their experiences in play</p> <p>Taking on a role in their play</p> <p>Acting out experiences with other people</p> <p>Being willing to 'have a go'</p> <p>Initiating activities</p> <p>Seeking challenge</p> <p>Showing a 'can do' attitude</p> <p>Taking a risk, engaging</p>	<p>Active learning *motivation*</p> <p>Being involved and concentrating</p> <p>Maintaining focus on their activity for a period of time</p> <p>Showing high levels of energy, fascination</p> <p>Not easily distracted</p> <p>Paying attention to details</p> <p>Keeping on trying</p> <p>Persisting with activity when challenges occur</p> <p>Showing a belief that more effort or a different approach will pay off</p> <p>Bouncing back after difficulties</p> <p>Enjoying achieving what they set out to do</p> <p>Showing satisfaction in meeting their own goals</p> <p>Being proud of how they accomplished something – not just the end result</p> <p>Enjoying meeting challenges</p>	<p>Creating and thinking critically *thinking*</p> <p>Have their own ideas:</p> <p>Thinking of ideas</p> <p>Finding ways to solve problems</p> <p>Finding new ways to do things</p> <p>Making links</p> <p>Making links and noticing patterns in their experience</p> <p>Making predictions</p> <p>Testing ideas</p> <p>Developing ideas of grouping, sequences, cause and effect</p> <p>Choosing ways to do things</p> <p>Planning, making decision about how to approach a task, solve a problem and reach a goal</p> <p>Checking how well their activity is going</p> <p>Changing strategy as needed</p> <p>Reviewing how well the approach worked.</p>
Development Matters statements:		
<p>Nursery</p> <p>Understanding the world</p> <p>Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.</p> <p>Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app.</p> <p>Explore how things work. Provide mechanical equipment for children to play with and investigate.</p> <p>Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking.</p> <p>Reception:</p> <p>Understanding the world</p> <p>Draw information from a simple map - Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</p>	<p>Nursery</p> <p>To know and discuss photographs and memories.</p> <p>To know how to explore simple IT equipment.</p> <p>To know how some IT equipment works and use for a basic purpose.</p>	<p>Reception</p> <p>To know how to take information from a simple map.</p> <p>To know how to use a simple programmable toy and talk about what they have done.</p> <p>To know how to use IT for a purpose.</p> <p>To know how to use simple IT to explore the world around them.</p>
<p>Nursery:</p> <p>Expressive art and design</p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings - Play, share and perform a wide variety of music and songs from different cultures and historical periods.</p> <p>Reception:</p> <p>Expressive art and design</p> <p>Encourage children to create their own music.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>To know how to respond to what they have heard, expressing their thoughts and feelings. (audio technology)</p>	<p>To know how to use a simple device to create their own music.</p>

Possible activities	<p>Exploring wind-up toys, pulleys, sets of cogs with pegs and boards.</p> <p>Use of the interactive screen for drawing.</p> <p>Old laptops and keyboards in role play areas.</p> <p>Uses toys or random objects to act as tech e.g. banana as a phone</p> <p>Talk about technology or about an image e.g. I played on my ipad, my mummy takes photos on her phone</p> <p>Accesses IT in play linked to their immediate world e.g. uses IWB / phone / microwave in play</p> <p>Play, share and perform a wide variety of music and songs from different cultures and historical periods.</p>	<p>Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features</p> <p>Uses ICT in play for correct purpose, uses to enhance play</p> <p>Uses photographs / tech for a specific purpose with adult support e.g. child describes their tapestry selects a film or photo take own pictures or films</p> <p>Child investigates the use of tech, has awareness of what for and method e.g. photocopier, kitchen appliances, ipads</p> <p>Awareness of a range of tech – what to use when and how to use it</p>
E-Safety	<p>To know what to do if something makes me feel worried or upset.</p> <p>I know who my trusted adults are.</p>	<p>To know what to do if something makes me feel worried or upset.</p> <p>I know who my trusted adults are.</p>
Possible activities and resources	<p>ICT Games</p> <p>Cbeebies games</p> <p>Fun with Spot</p> <p>Use of Twitter with the class</p> <p>http://www.childnet.com/resources/smartie-the-penguin</p> <p>Use the time to chat resource alongside the PPT – slide 1-15 (GDrive)</p> <p>https://www.saferinternet.org.uk/safer-internet-day/2017</p>	<p>http://www.childnet.com/resources/smartie-the-penguin</p> <p>Use the time to chat resource alongside the PPT – use the slide 22 - 32 only for discussion (GDrive)</p> <p>http://www.childnet.com/resources/smartie-the-penguin</p> <p>Use the time to chat resource alongside the video – recap over the entire PPT (GDrive)</p> <p>please use this website for the educational packs</p>

KS1 Computing progression 2022-2023

National Curriculum References:	Strand	Year One	Year Two
<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (CS)</p> <p>Create and debug simple programs (CS)</p> <p>Use logical reasoning to predict the behaviour of simple programs (CS)</p>	<p>Computing Science</p>	<p>Programming Unit A & B to be taught</p> <p>To know how to explain what a given command will do.</p> <p>To know how to act out a given instruction.</p> <p>To know how to combine commands to make a sequence.</p> <p>To know how to find all the solutions to a problem.</p>	<p>Programming Unit A & B to be taught</p> <p>To know how to describe a series of instruction in a sequence.</p> <p>To know how to explain what happens when we change the order of instructions.</p> <p>To know how to use logical reasonings to predict the outcome of a program.</p> <p>To know how to design an algorithm.</p> <p>To know how to create and debug a program that they have written.</p>
Possible activities	<p>Making a sandwich algorithm (link to English instructional writing?) Debugging during the activity. Sandwich bot Youtube</p> <p>List of instructions to re order.</p> <p>Light bot (iPad APP or online)</p> <p>Beebot/Daisy the dino</p> <p>All APPs can support children’s learning about algorithms if you have the discussion with the children about how they work. Looking at the functions and cause and effect of tools</p>		
Cross curricular application	<p>Writing nonfiction texts on instructions</p> <p>PE – giving clear instructions to a team mate</p> <p>Instructions in art, DT</p>		
<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content (DL) (IT)</p> <p>Recognise common uses of information technology beyond school (DL) (IT)</p>	<p>Information Technology</p>	<p>Technology around us</p> <p>To know how to identify technology around us.</p> <p>To know how to use a keyboard to type and edit on a device.</p>	<p>Technology around us</p> <p>To know the uses and features of IT.</p> <p>To know and identify the uses of technology in school.</p> <p>To know and identify IT beyond school.</p> <p>To know and explain how IT helps us.</p> <p>To know that choices are made when uses IT.</p>
Possible activities	<p>Saving a game on Sketch Nation and accessing it the following lesson. Editing and resaving</p> <p>Sketch Nation – StFaiths, 123</p> <p>Teacher saves a preloaded file which the children must retrieve and then edit. They will resave using a new file name.</p> <p>ONE DRIVE – we have a child’s one drive set up GDRIVE</p>		
Cross curricular application	<p>Cross curricular – painting, photos etc. saving to the One drive and then retrieving the following the day.</p>		
<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content (DL) (IT)</p> <p>Recognise common uses of information technology beyond school (DL) (IT)</p> <p>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.(DL)</p>	<p>Digital Literacy</p>	<p>Programming and technology around us units to be taught</p> <p>To know how to choose a command for a given purpose.</p> <p>To know that a series of commands can be joined together.</p> <p>To know the effect of changing a value (Scratch Jr.)</p> <p>To know and explain that each sprite has its own instructions.</p> <p>To know how to use their algorithm to create a program.</p>	<p>Programming and technology around us units to be taught</p> <p>To know and explain that a sequence of commands has a start and an outcome.</p> <p>To know how to create a program using a given design.</p> <p>To know how to change a given design.</p> <p>To know how to create a program using my own design.</p> <p>To know how my project can be improved.</p>
Possible activities	<p>History – how has technology changed over the years?</p> <p>Using your phone to check emails.</p> <p>Using an online search engine to find the answer to a question.</p> <p>Weekly updates of Twitter with the children.</p> <p>Termly updates of the class webpage.</p> <p>NATTERHUB Weekly updates of Twitter with the children.</p>		

	<p>Termly updates of the class webpage.</p> <p>Having the class computer set up on twitter or class page for children to instantly share information.</p> <p>Look at the ‘please share this and show my class how far it gets’ teachers do this all the time and shows the children how quickly something can spread and how far it can go.</p> <p>NATTERHUB</p>		
Cross curricular application	Links with E-Safety, PSHE & RSE		
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.(DL)	<p>E-Safety</p> <p>PSHE link</p> <p>NATTERHUB</p>	<p>Feel it lesson 2 To know how being unkind to someone can make them feel.</p> <p>Question it lesson 2 To know ways of searching for information online.</p> <p>Think it lesson 2 To know when something is wrong and what to do.</p> <p>Think it lesson 3 To know that each of us has the right to say no, especially when we feel upset or uncomfortable</p> <p>Mind it lesson 3 To know what information should not be shared online</p> <p>Secure it lesson 2 To know of information that should or shouldn’t be shared online.</p>	<p>Balance it lesson 2 To know and understand when it is and not appropriate to use a device.</p> <p>Chat it lesson 3 To know different types of communication technologies and their features</p> <p>Think it lesson 2 To know why it is important to seek help from trusted adults</p> <p>Think it lesson 3 To know how a trusted adult can help.</p> <p>Mind it lesson 2 To know who to talk to if someone has made a mistake online.</p> <p>Question it lesson 3 To know that some information we find online may not be true.</p> <p>Secure it lesson 2 To know and describe some rules for keeping information private.</p>
Possible activities		<p>School email and twitter account</p> <p>https://www.saferinternet.org.uk/safer-internet-day/2017</p> <p>CEOP Thinkuknow resources, based on Hector’s World</p> <p>www.thinkuknow.co.uk/5_7/</p> <p>Lee and Kim’s Adventure – for uses of the Internet</p> <p>Smartie The Penguin story from KidSMART Early Surfers (G drive)</p> <p>Twinkl quiz (G Drive)</p> <p>http://www.childnet.com/resources</p> <p>this website is excellent for resources if an extra session is required due to an incident of cyberbullying, sexting etc.</p>	<p>Websites to aid research, e.g.; Barnaby website to find out about his trips and how he travels.</p> <p>https://www.saferinternet.org.uk/safer-internet-day/2017</p> <p>Digiduck’s Big Decision e-book from Kidsmart</p> <p>Discussion forums or messaging system on school learning platform.</p> <p>School twitter account</p> <p>https://www.youtube.com/watch?v=gPse7dcXwrU</p> <p>CEOP Thinkuknow resources, based on Hector’s World.</p> <p>www.thinkuknow.co.uk/5_7/</p> <p>http://www.childnet.com/resources</p> <p>this website is excellent for resources if an extra session is required due to an incident of cyberbullying, sexting etc.</p>