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| **Milepost One Covering Reception & Y1 Skills**  **E Safety (Digital Literacy is covered in weekly 2BeSafe Sessions)** | | | | | | |
| **EYFS Continuous Provision**  **Year 1 Purple Mash** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Week 1 | **Mouse & Track Skills**  **Grouping & Sorting 1.2 Session 1a**  **Computer Science** | **Mouse & Track Skills Pictorgrams 1.3**  **Session 2b**  **Information Technology** | **Mouse & Track Skills**  **Lego Builder**  **1.4**  **Session 3b**  **Computer Science** | **Mouse & Track Skills**  **Maze Explorers**  **1.5**  **Session 3b**  **Computer Science** | **Mouse & Track Skills**  **Animated Stories 1.7**  **Session 2b**  **Information Technology** | **Mouse & Track Skills**  **Animated Stories 1.7**  **Session 5a**  **Information Technology** |
| Week 2 | **Keyboard Skills**  **Grouping & Sorting 1.2 Session 1b**  **Computer Science** | **Keyboard Skills Pictorgrams 1.3**  **Session 3a**  **Information Technology** | **Keyboard Skills**  **Maze Explorers**  **1.5**  **Session 1a**  **Computer Science** | **Keyboard Skills**  **Maze Explorers**  **1.5**  **Session 4a**  **Computer Science** | **Keyboard Skills**  **Animated Stories 1.7**  **Session 3a**  **Information Technology** | **Keyboard Skills**  **Animated Stories 1.7**  **Session 5b**  **Information Technology** |
| Week 3 | **Drawing Skills**  **Grouping & Sorting 1.2 Session 2a**  **Computer Science** | **Drawing Skills Pictorgrams 1.3**  **Session 3b**  **Information Technology** | **Drawing Skills**  **Maze Explorers**  **1.5**  **Session 1b**  **Computer Science** | **Drawing Skills Maze Explorers**  **1.5**  **Session 4b**  **Computer Science** | **Drawing Skills**  **Animated Stories 1.7**  **Session 3b**  **Information Technology** | **Drawing Skills Technology Outside School 1.9**  **Session 1a**  **Digital Literacy** |
| Week 4 | **Robots**  **Grouping & Sorting 1.2 Session 2b**  **Computer Science** | **Robots**  **Lego Builder**  **1.4**  **Session 1a**  **Computer Science** | **Robots**  **Maze Explorers**  **1.5**  **Session 2a**  **Computer Science** | **Robots**  **Animated Stories 1.7**  **Session 1a**  **Information Technology** | **Robots**  **Animated Stories 1.7**  **Session 4a**  **Information Technology** | **Robots Technology Outside School 1.9**  **Session 1b**  **Digital Literacy** |
| Week 5 | **Sounds**  **Pictorgrams 1.3**  **Session 1a**  **Information Technology** | **Sounds**  **Lego Builder**  **1.4**  **Session 1b**  **Computer Science** | **Sounds**  **Maze Explorers**  **1.5**  **Session 2b**  **Computer Science** | **Photography**  **Animated Stories 1.7**  **Session 1b**  **Information Technology** | **Sounds**  **Animated Stories 1.7**  **Session 4b**  **Information Technology** | **Sounds Technology Outside School 1.9**  **Session 2a**  **Digital Literacy** |
| Week 6 | **Photography**  **Pictorgrams 1.3**  **Session 1b**  **Information Technology** | **Photography Lego Builder**  **1.4**  **Session 2a**  **Computer Science** | **Hardware**  **Maze Explorers**  **1.5**  **Session 3a**  **Computer Science** | **Technology Around Us**  **Animated Stories 1.7**  **Session 2a**  **Information Technology** |  | **Photography**  **Technology Outside School 1.9**  **Session 2b**  **Digital Literacy** |
| Week 7 | **Technology Around Us**  **Pictograms 1.3**  **Session 2a**  **Information Technology** | **Technology Around Us**  **Lego Builder**  **1.4**  **Session 2b**  **Computer Science** |  |  |  | **Hardware**  **Transition** |
| Week 8 |  | **Hardware**  **Lego Builder**  **1.4**  **Session 3a**  **Computer Science** |  |  |  |  |

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| **EYFS Computing Skills: Mini Mash** | |
| Mouse & Track Skills | I can hold a computer mouse with my finger on the correct buttons.  I can use a mouse to make the cursor move around the computer screen where I want it to go.  I can click the correct mouse button to play games on the computer.  I can use a mouse accurately to click and drag objects on the screen.  I can use the mouse roller to scroll up and down a page.  I can use a laptop touchpad. |
| Keyboard Skills | I can find all the letters of the alphabet on a keyboard.  I can put spaces between words in my typed work.  I know how to correct typed work without re-doing the work entirely using the delete keys.  I can type capital letters and lower case and know how to change between these.  I can type numbers using a keyboard.  I know how to move to the next line down when typing.  I can use the arrow keys to move around the screen.  I can use the different inputs of a computer keyboard. |
| Drawing | I can select colours when painting on the computer.  I can draw pictures on the computer to go with my work.  I can use a computer to draw with different widths of pens.  I can try the different tools that I can draw with on the computer.  I can use the undo button correctly.  I can use the erase button.  I can use a touchscreen device purposefully.  I can draw on a computer using a mouse. |
| Robots | I can talk about where I am moving a toy vehicle whilst I am moving it.  I can describe the route taken by a toy vehicle.  I can follow directions to make a route for a toy vehicle.  I can plan a route for a toy vehicle.  I can follow my own plan for where the toy vehicle should move.  I can make a floor robot move.  I can control the forwards, backwards and rotation of a floor robot one step at a time.  I can program a 3-step route for a floor turtle.  I can predict where a floor robot will end up when given the instructions for a 2 or 3 step route.  I can plan a route for a floor robot and then carry out these instructions one step at a time.  I can plan a route for a floor robot and then carry out these instructions more than one step at a time. |
| Sounds | I can make music using a computer.  I can add sound effects to my work.  I can use a device to record myself speaking and play back the sounds. |
| Photography | I can talk about what photos show.  I can take photos using a digital device.  I can use the webcam in Mini Mash.  I can open photos in Purple Mash.  I can open photos that I have taken in Purple Mash. |
| Technology Around Us | I can talk about what technology is used at home.  I can talk about what technology is used outdoors.  I can talk about what technology is used in the world around me. |
| Hardware | I can understand why having clean hands is important when using shared devices.  I can understand why it is not sensible to eat and drink whilst using a technological device.  I can understand why I need to take care with electronic devices and their plugs and wires.  I can take appropriate actions when I need to carry a device to a different location.  I can use devices with care.  I can identify the technology used around me.  I can identify the parts of a computer and what they are for. |
| Statements for Using Purple Mash with an Individual Login | I can get to the Purple Mash page on my device at school and at home.  I can login to Purple Mash \ Mini Mash in school using the shortcut icon.  I can login to Purple Mash and Mini Mash using my username and password.  I can login to Purple Mash a Mini Mash using my username and password.  I can login to Purple Mash a Mini Mash using my username and password.  I can save work in my own tray\ folder when I am using Mini\Purple Mash.  I can open work that I have done earlier.  I can find and complete 2Dos that my teacher has set for me |

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| **Year 1 Computing Skills** | |
| **Computer Science**  1.2- Grouping & Sorting  1.4-Lego Builders  1.5-Maze Explorers  1.7-Coding | * I can apply a logical process when sorting and grouping a range of objects (1.2) * I can explain that an algorithm is a set of instructions. (1.4, 1.5) * I know that a computer program turns an algorithm into code that the computer can understand. (1.4, 1.7) * I can work out what is wrong when the steps are out of order in instructions. (1.4, 1.5) * I can say that if something does not work how it should it is because my code is incorrect. (1.7) * I can try and fix my code if it isn’t working properly. (1.7) * I can make good guesses of what is going to happen in a program. For example, where the turtle might go. (1.5, 1.7) |
| **Information Technology**  1.3-Pictograms  1.6-Animated Stories | * I can know what sound, pictures and text are. (1.2) * I can add sound, pictures and text to a program such as 2Create a Story. (1.6) * I can change content on a file such as text, sound and images (1.3, 1.6, 1.7) * I can name my work. (1.2, 1.3, 1.6, 1.7) * I can save my work. (1.2, 1.3, 1.6, 1.7) I can find my work |
| **Digital Literacy**  1.9-Technology Outside School | * I can say what technology is. (1.9) * I can say what examples of technology are in school. (1.9) * I can say what examples of technology are at home. (1.9) * I know that a chair uses old technology and a smartphone uses new technology. (1.9) * I can keep my login information safe. (All units) * I can save my work in a safe place such as ‘My Work’ folder. (All units) |

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| **2BeSafe EYFS & Year 1 Objectives E Safety** | |
| **Self-Image and Identity**  **EYFS Statement Red**  **Year 1 Black** | * I can recognise that I can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who asks me to do something that makes me feel sad, embarrassed or upset. * I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. * If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. |
| **Online Relationships** | * I can recognise some ways in which the internet can be used to communicate. * I can give examples of how I (might) use technology to communicate with people I know. * I can give examples of when I should ask permission to do something online and explain why this is important. * I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). * I can explain why it is important to be considerate and kind to people online and to respect their choices. * I can explain why things one person finds funny or sad online may not always be seen in the same way by others |
| **Online Reputation** | * I can identify ways that I can put information on the internet. * I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first. |
| **Online Bullying** | * I can describe ways that some people can be unkind online. * I can offer examples of how this can make others feel. * I can describe how to behave online in ways that do not upset others and can give examples. |
| **Managing Online Information** | * I can talk about how to use the internet as a way of finding information online. * I can identify devices I could use to access information on the internet. * I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching). * I know / understand that we can encounter a range of things online including things we like and don’t like as well as things which are real or make believe / a joke. * I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. |
| **Health, Wellbeing and Lifestyle** | * I can identify rules that help keep us safe and healthy in and beyond the home when using technology. * I can give some simple examples. * I can identify rules that help keep us safe and healthy in and beyond the home when using technology. * I can give examples of some of these rules. |
| **Privacy and Security** | * I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). * I can describe who would be trustworthy to share this information with; I can explain why they are trusted. * I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). * I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. * I can explain that passwords are used to protect information, accounts and devices. |
| **Copyright and Ownership** | * I know that the work I create belongs to me. * I can name my work so that others know it belongs to me. * I can explain why work I create using technology belongs to me. * I can say why it belongs to me (e.g. ‘I designed it’ or ‘I filmed it’). * I can save my work so that others know it belongs to me (e.g. filename, name on content). * I understand that work created by others does not belong to me even if I save a copy. |