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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 & Sorting1.4-Lego Builders1.5-Maze Explorers1.7-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)
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| **Information Technology**1.3-Pictograms1.6-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
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| **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.
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| **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
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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