

Progression in Computing

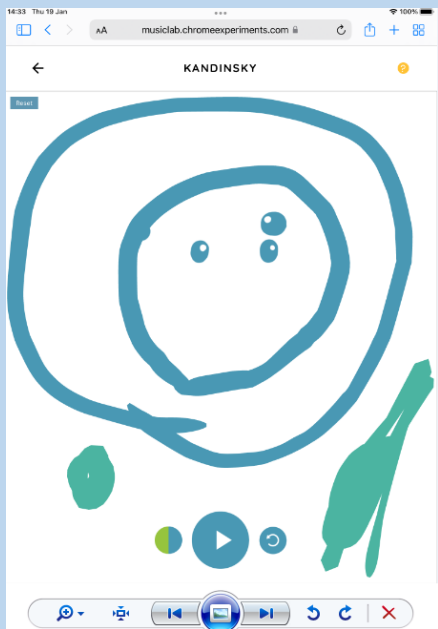
Key Skills Unit

F2

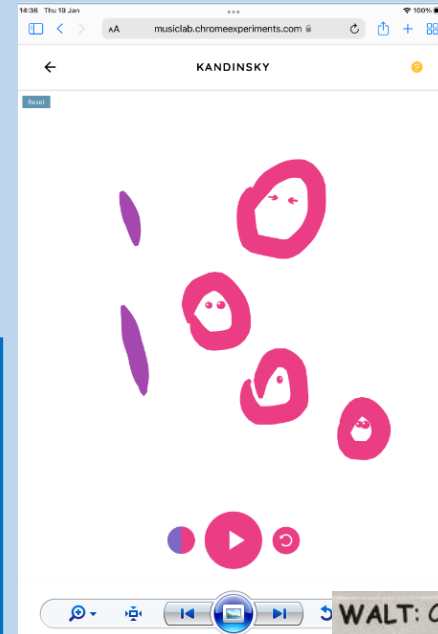
National Curriculum Statement - We introduce and build up concepts, knowledge and skills in F2 so the children are ready to start the Key Stage One National Curriculum in Y1. This statement then runs over Y1 and Y2 allowing the children to build upon their knowledge and skills from the previous year.

'Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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.'

The FS2 children start this unit by looking at the different parts of a computer and iPad, and naming them. E.g. mouse, screen, keyboard, touchscreen. They think about the purpose of the different parts and what they are used for? The children then look at pictures of different digital devices and have a go at naming them.



The children are introduced to Chrome Music Lab. They select the Kandinsky option to make a sound picture. Then, using the touch screen to drag lines and make shapes across the screen they create their own piece of music. The children select tools to change the instruments and sounds, and use the play, pause and undo buttons.

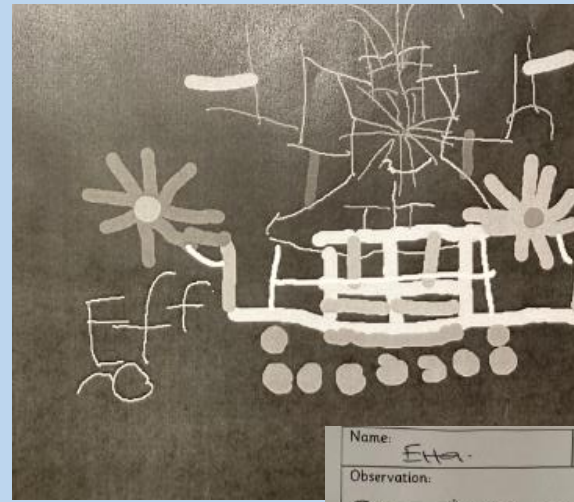


WALT: Create digital sounds by drawing shapes on the screen. Explore different effects
Activity: Create digital music using chrome music lab.

We used an online piece of software called Chrome music lab. We drew some shapes and turned them into music. This was inspired by Kandinsky.

VOCAB: computer, iPad, laptop, mouse, keyboard, monitor, screen, touch pad, home button, camera.

The children develop their editing and dragging skills. They use drawing apps or software to create firework pictures (ActivInspire, Apps - Drawing Desk, Draw and Tell, Doodle Buddy). Then they learn how to select and use tools to edit their pictures. (Fill, shape, change colour and size of pen, rubber, undo)



Name: Etta	Date: 7.11.22	Context: 6 IWB. - Active Inspire.				
Observation: Etta draw a fireworks display on the IWB, she changed the colours and rib size. (printed out in black and white unfortunately)						
Playing and Exploring * Find out & explore * Playing with what they know * Being willing to have a go	Active Learning * Being involved and concentrating * Keep on trying * Enjoying achieving	Creating and Thinking Critically * Having own ideas * Using previous knowledge to learn * Choosing and finding new ways				
PSED	CL	PD	L	M	W	EA&D

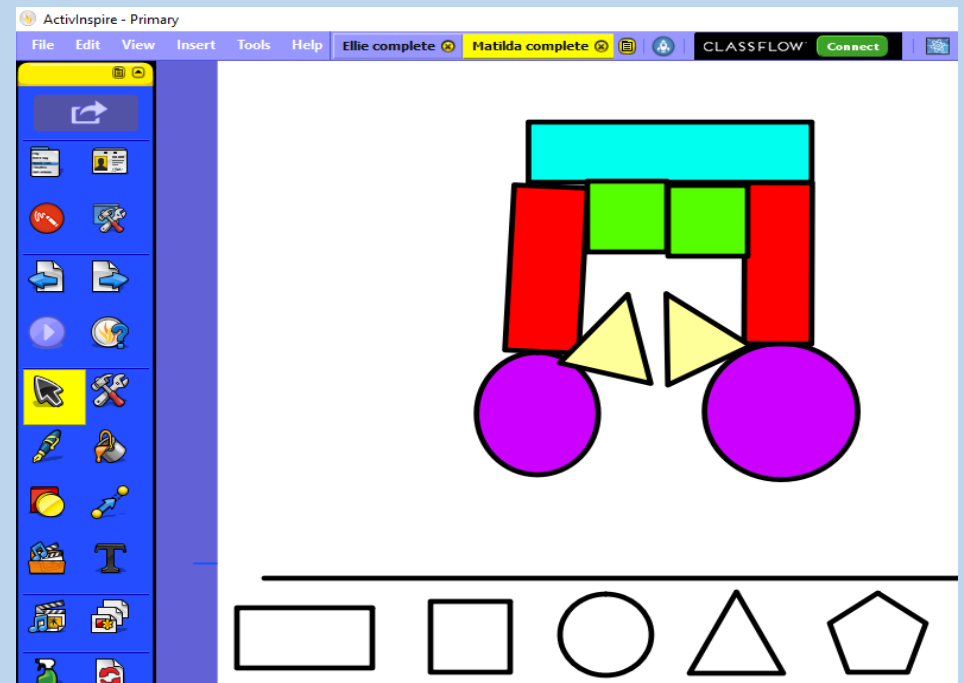
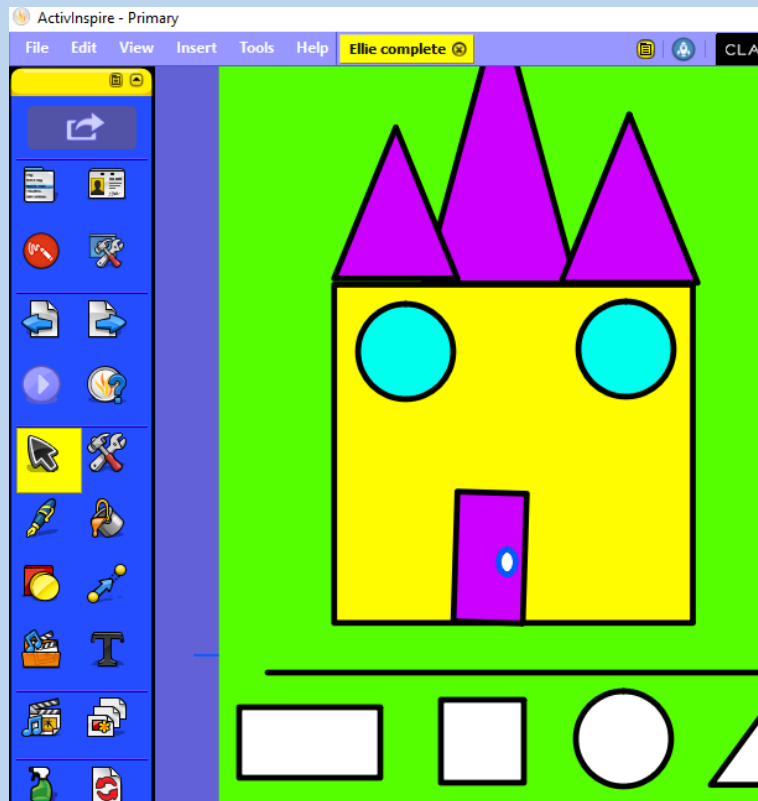
Name: Henri	Date: 24.11.22	Context: Longshaw Visit				
Observation: We walked around the Longshaw Estate spotting signs of Autumn and winter. we learned lots of new words like hibernation and camouflage. we squelched through mud. we made a nest for a dormouse. After lunch we made lots of Christmas arts and crafts. Before going back to school we all found a Christmas Tree the same height as us.						
Playing and Exploring * Find out & explore * Playing with what they know * Being willing to have a go	Active Learning * Being involved and concentrating * Keep on trying * Enjoying achieving	Creating and Thinking Critically * Having own ideas * Using previous knowledge to learn * Choosing and finding new ways				
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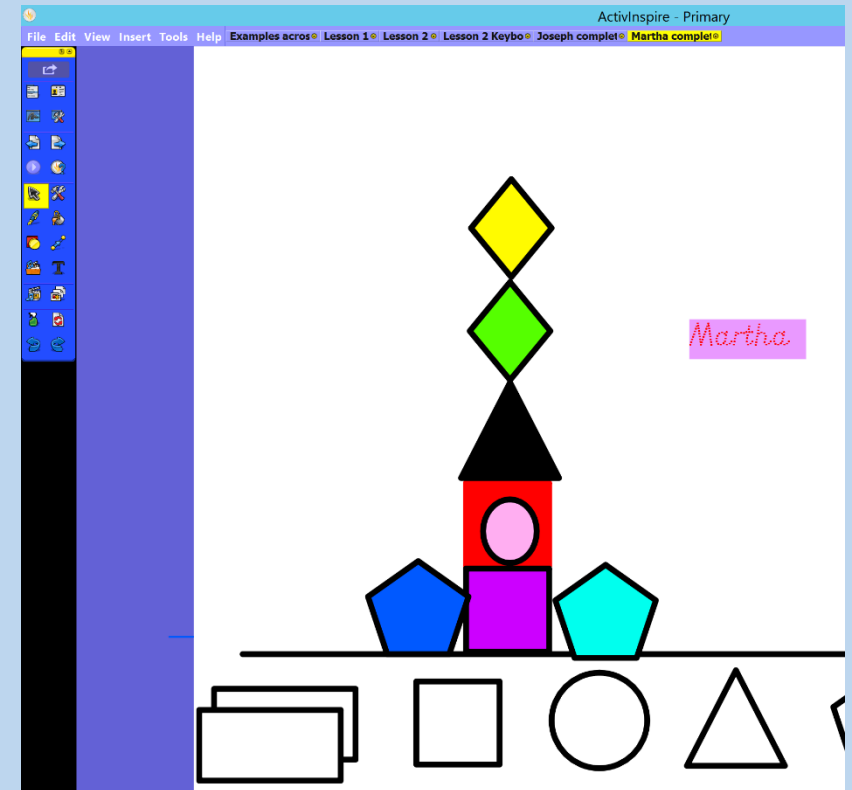
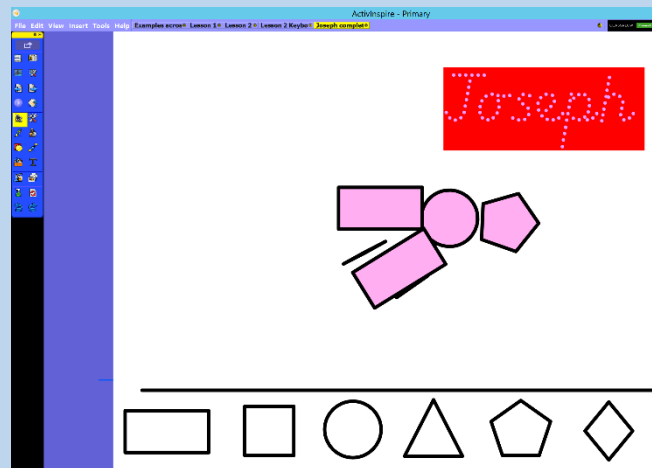
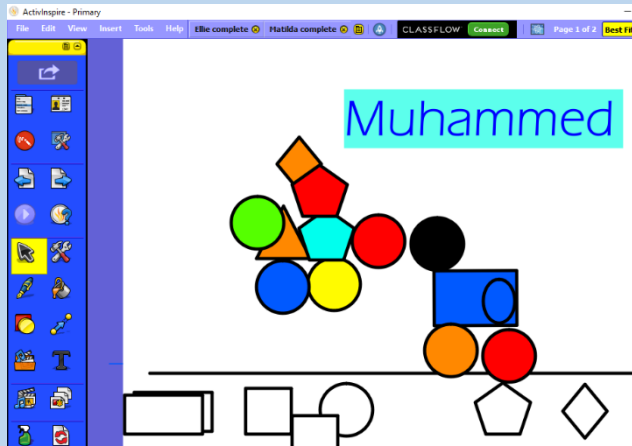
This activity is linked to the multimedia unit and develops the children's photography or video making skills. They photograph/video signs of autumn. At this point in year they work in groups and use what they create as an example for working on their own later in the year.

Y1

The Y1 children start this unit by defining what technology is and relate it to information technology. They discuss why we use passwords and recap the names of different parts of computers using images of devices. Following a demonstration of how to log onto a computer or iPad, they learn about mouse or touchscreen skills. The children develop their dragging and picture editing skill by dragging shapes onto the screen to make a shape picture. They save the file using an appropriate file name.

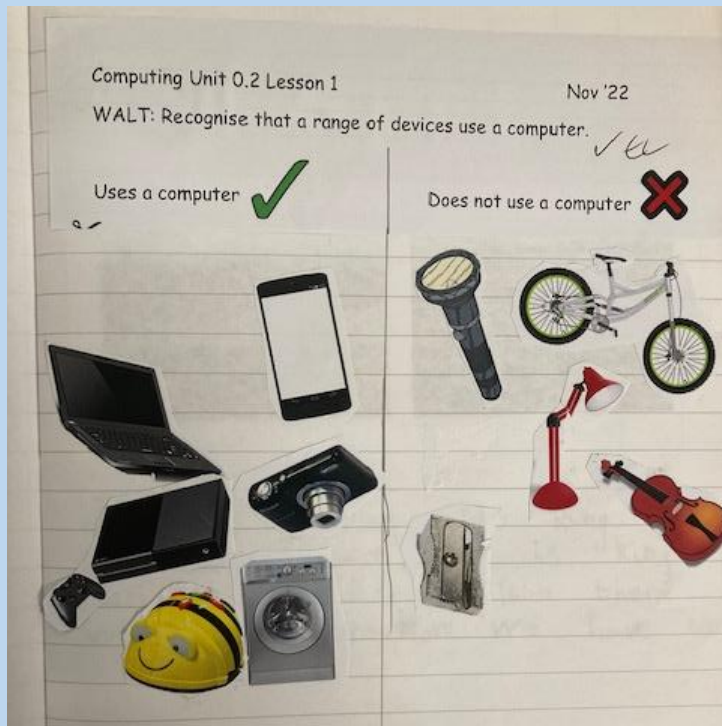


After looking more closely at a keyboard the children learn about the function of different buttons. They practise their typing skills. Using the file they created in the previous lesson the Y1s open the saved file (shape picture) and type their name. They select the text and make edits. Finally they save the changed file.



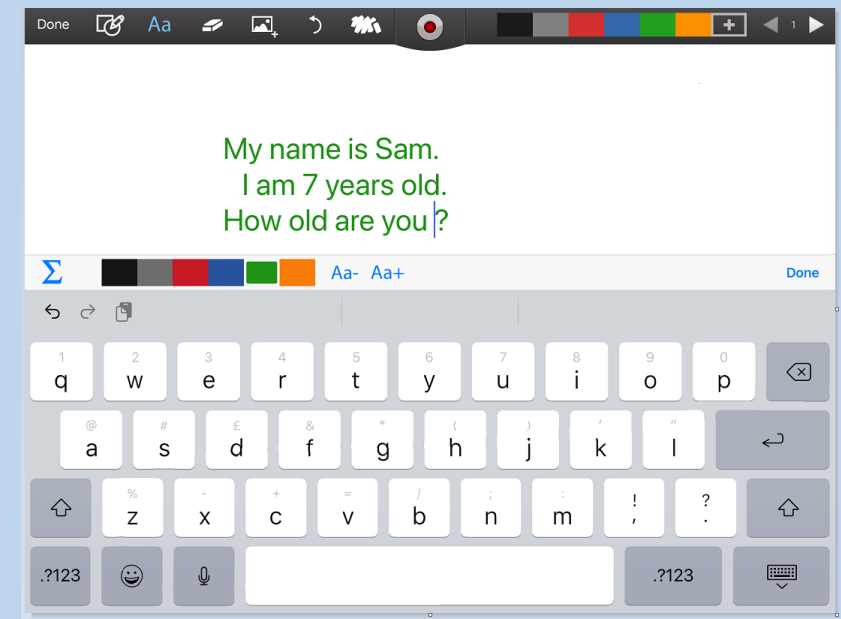
The Y1s have a think about how they can use the internet to find out information. They talk about any experiences they have had using the internet and discuss things they need to be aware of. For example, not all the information on the internet is true, not all the things on the internet is suitable for children. The teacher then models how to find information linked to their toy topic using a search engine from a reliable website.

Y2



Y2 children start this unit by looking at how to log onto desktop computers and iPads. They talk about the importance of passwords and why we use them. Comparing the similarities and differences between devices they think about the words information technology, what this means and look at examples. They then talk about where they might find examples of information technology in everyday life, again looking at examples. For the activity, the children sort a range of devices into groups that use a computer and those that don't.

The second lesson recaps work from Y1. The children name parts of a computer but look in more detail at input and output devices, the memory and processor inside the computer. They continue to build up their keyboard skills and practise some typing using the iPads.



The Linked to RHE the Y2s recap how to work online safely. They think about who they can go to for help if they are unsure of anything or are made to feel uncomfortable about something they see online.



Computing

December 2022

These cards have been created as part of our computing unit of work.

- Use an internet browser and search engine to find an animal picture. Save it to your iPad.
- Take a selfie!
- Download both pictures to the [PicCollage](#) app.
- Edit the pictures. Cut out your face and move it over the top of the animal's face.
- Save your work.



Finally the children learn about internet browsers, search engines, how to find information online, permission and ownership of images. They use a child appropriate search engine called, Kiddle, to find arctic animals and upload the image to the iPads camera roll. After taking a selfie, the children use an app called, PicCollage, to edit both images. The results are super cute, as I'm sure you will agree! The finished images are used to make seasonal cards for their families.