

Llangyfelach Primary School



Early Years ICT Scheme

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ICT MAP – Early Years

Early Years Cycle A	Will you Read me a Story	When I Fall Asleep	Dragon Tales	Paws, Claws and Whiskers	Who Lives in a Rockpool
	Interacting & Collaborating	Producing	Producing	Data & Computational Thinking	Data & Computational Thinking
	Create a Story MyStory (Nursery) Book Creator (Rec)	Chronological Photo Story iMovie	Dragon Animation Puppet Pals 2	Pet Survey JIT Chart	Animals at the Beach JIT Pictograms
Early Years Cycle B	Do you want to be friends?	Battle of the Dinosaurs	St. David's Story	Are we there yet?	Why do ladybirds have spots?
	Producing	Interacting & Collaborating	Producing	Data & Computational Thinking	Data & Computational Thinking
	Good Friendship MyStory (Nursery) Explain Everything (Rec)	QR Codes Dino Hunt	St. David Animation Puppet Pals 2	Journeys JIT Turtle Beebots	Sorting Minibeasts JIT Branch

ICT Scheme Early Years - Cycle A

Will you Read me a Story	When I Fall Asleep	Dragon Tales	Paws, Claws and Whiskers	Who Lives in a Rockpool
Interacting & Collaborating	Producing	Producing	Data & Computational Thinking	Data & Computational Thinking
Create a Story MyStory/Book Creator	Chronological Photo Story iMovie	Dragon Animation Puppet Pals 2	Pet Survey JIT Chart	Animals at the Beach JIT Pictograms
<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. Read & listen to fiction and fairy-tale stories 3. Compare and contrast 4. Discuss & plan individual, paired or group short stories 5. Study app features and skills: <ul style="list-style-type: none"> • Inserting media • Recording audio • Animating objects • Writing • Typing 6. Save and review work 7. Share with groups or class via Apple TV 8. Export file and save to storage area 	<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. Discuss bedtime routines and orders 3. Use texts and images or photographs to storyboard sequential instruction 4. Familiarise with iMovie app and skills required: <ul style="list-style-type: none"> • Titles, Texts & Transitions • Image & Video import • Editing • Audio selection & movement • Narration skills 5. Plan and produce iMovie 6. Create & Evaluate Movie 7. Save iMovie onto iPad and upload the file onto LPS website 	<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. Study dragon tales 3. Plan and storyboard animation 4. Study PuppetPals2 app features and skills 5. Transfer storyboard ideas into App 6. Save and review animations 7. Share with groups or class via Apple TV 8. Export file to video format 9. Save on LPS website 	<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. Pupils plan and undertake pet surveys 3. Collate data away from the computer 4. Study the skills and features of JIT Chart 5. Create chart, insert data and analyse results. 6. Feedback ideas to groups or class 7. Save data in their personal files 8. Feedback results to class 	<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. Prior to your class beach trip – study use of JIT Pictograms and what information will be needed 3. Collate data away from the computer during your class beach trip 4. Revisit the skills and features of JIT Pictogram 5. Pupils plan and generate JIT Pictogram 6. Feedback findings to groups or class 7. Save data in their personal files

ICT Scheme Early Years - Cycle B

Do you want to be friends?	Battle of the Dinosaurs	St. David's Story	Are we there yet?	Why do ladybirds have spots?
Producing	Interacting & Collaborating	Producing	Data & Computational Thinking	Data & Computational Thinking
Good Friendship MyStory/Explain Everything	QR Codes Dino Hunt	St. David Animation Puppet Pals 2	Journeys JIT Turtle & Beebots	Sorting Minibeasts JIT Branch
<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. Discuss friendship 3. Listen to stories regarding friendship 4. Discuss & plan individual, paired or group presentation 5. Study app features and skills: <ul style="list-style-type: none"> • Inserting media • Recording audio • Animating objects • Writing • Typing • Labelling and Arrows (EE) 6. Save and review work 7. Share with groups or class via Apple TV 8. Export file and save to storage area 	<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. Allow pupils to participate in a pre-prepared QR Code Hunt RECEPTION CLASS: 3. Research information about dinosaurs 4. Learn about JIT skills and saving images to file storage area 5. In pairs or groups create electronic image banks/fact sheets using JIT 6. Create and publish QR Codes 7. With support – print and distribute QR codes to create a QR Code Dino-hunt for Nursery class to undertake 8. Undertake and review findings to make further improvements NURSERY CLASS: 3. Undertake the QR Code Dino-hunt created by the Reception Class 4. Evaluate QR Hunt and feedback to Reception Class 	<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. Study St. David's story 3. Plan and storyboard animation 4. Study PuppetPals2 app features and skills 5. Transfer storyboard ideas into App 6. Save and review animations 7. Share with groups or class via Apple TV 8. Export file to video format 9. Save on LPS website 	<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. Discuss difference between input and output devices. 3. Experiment with Turtle programming & directional language 4. Learn directional instructions: <ul style="list-style-type: none"> • <i>Forward and Back</i> • <i>Right and Left</i> • <i>Half, Quarter, Full Turns</i> 5. Experiment with errors and explain about solving problems 6. Create a programme on JIT Turtle to map a journey 7. Save and share code with class teacher 8. Use Beebots to replicate the journey 	<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. Study the skills and features of JIT Branch 3. Search for minibeasts. 4. Collect minibeasts carefully using brushes, spoons, pooters and pots. 5. Observe the minibeasts. 6. Make a record of minibeasts collected or seen. 7. Take photographs or draw the minibeasts. 8. Collate data away from the computer 9. Select questions to sort and classify 10. Choose minibeasts from central storage and in-app safe search function 11. Create Branch Database 12. Peer-evaluate 13. Save data in their personal files 14. Share results with the class

Citizenship Skills

Nursery	Reception
<ul style="list-style-type: none"> <input type="checkbox"/> Distinguish between someone they know and someone they have never met, e.g. this links to personal and social education (PSE)/well-being and would form part of 'Stranger Danger' education. <input type="checkbox"/> Use digital devices and media with care, e.g. name a variety of digital devices and handle appropriately. <input type="checkbox"/> Add their name to digital work by using initial letter, e.g. type the first initial of their name on keyboard. <input type="checkbox"/> Identify some work that belongs to others, e.g. find a photograph/picture created by a familiar peer/adult. <input type="checkbox"/> Identify emotions of others on a range of digital software, e.g. talk about feelings and begin to recognise emotions; consider how actions and words can affect others; realise that behaviour has consequences; identify when they are angry worried or frightened and know who to ask for help. <input type="checkbox"/> Give reasons for likes/dislikes of on-screen activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise that actions have consequences and identify simple rules to keep them safe (offline and online), e.g. classroom rules/charters should incorporate digital and non-digital rules. <input type="checkbox"/> Recognise that data can be shared online, e.g. with adult support, find images of themselves and others for example on the school website/school social media page, etc. <input type="checkbox"/> Recognise that actions have consequences and identify simple rules to keep safe (offline and online), e.g. classroom rules/charters should incorporate digital and non-digital rules. <input type="checkbox"/> Recognise that data can be shared online, e.g. with adult support, find images of themselves and others for example on the school website/school social media page. <input type="checkbox"/> Add their name to digital work, e.g. type first name on keyboard. <input type="checkbox"/> Find the name of the author on digital work. <input type="checkbox"/> Explain how people can connect with others online, e.g. identify forms of communication (including digital). <input type="checkbox"/> Use appropriate words and feelings, e.g. discuss words and feelings that could upset people – link to offline personal and social education (PSE) and well-being work.

Interacting and Collaborating Skills

Nursery	Reception
<ul style="list-style-type: none"><input type="checkbox"/> Be aware that there are different forms of online communication, e.g. e-mail, messaging, video call.<input type="checkbox"/> Create a simple picture which they share digitally with another person or location [supported] by an adult.<input type="checkbox"/> Learner observes this process, views the picture in the new location and recognises it is the picture they created.<input type="checkbox"/> Work together with a partner/partners on a piece of digital work.<input type="checkbox"/> Save work by clicking an icon.	<ul style="list-style-type: none"><input type="checkbox"/> Talk about different forms of online communication, e.g. e-mail, messaging, video call and their uses.<input type="checkbox"/> Work together with a partner/partners on a piece of digital work<input type="checkbox"/> Save work by clicking an icon and understand that the work can be retrieved.

Producing Skills

Nursery	Reception
<ul style="list-style-type: none"> <input type="checkbox"/> Respond to and ask some questions such as why, what, how and where in relation to the digital task, e.g. in response to questions decide what digital equipment to use. <input type="checkbox"/> Navigate through a piece of software using internal menu to find desired item. <input type="checkbox"/> Explore and use different multimedia components in order to capture and use text, image, sound, animation and video. <input type="checkbox"/> Text - Type a word (or simple sentence) and change the font, font colour and font size of the whole text. <input type="checkbox"/> Images - Use stamps to add images to an appropriate background and use a Paintbrush and Fill tools to create a simple image. <input type="checkbox"/> Audio - Record audio to accompany a digital piece of work. <input type="checkbox"/> Video - Record and play back simple videos using a tablet/device or camera. <input type="checkbox"/> describe in response to questions some of what has been done in the task, e.g. add comments using recording feature in software. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify a success criterion in response to questions, e.g. success criteria may include ensuring the subject is in the middle of the image when taking a photograph. <input type="checkbox"/> Find information with a variety of sources, e.g. suggest technology as a source of information and explore familiar image/symbol-based websites or apps. <input type="checkbox"/> Select appropriate software from a limited range to create multimedia components; create and explore the use of text, image, sound, animation and video. <input type="checkbox"/> Text - (Build sentences, using words from a word bank.) Use word banks. Insert and delete text. <input type="checkbox"/> Images - Use a camera to capture images. Use these images in a piece of digital work. <input type="checkbox"/> Audio - Record audio to accompany a piece of digital work. <input type="checkbox"/> Video - Create a simple frame-by-frame animation by adding a series of stamps to a single background. <input type="checkbox"/> Comment on work in relation to a single success criterion, e.g. add comments using recording feature in software.

Data & Computational Thinking Skills

Nursery	Reception
<ul style="list-style-type: none"> <input type="checkbox"/> Complete patterns and sequences. <input type="checkbox"/> Follow a simple sequence of instructions <input type="checkbox"/> Create one-step instructions and identify the next step. <input type="checkbox"/> Complete the final steps in a sequence of getting dressed or making toast. <input type="checkbox"/> Follow picture or symbol sequence to make a simple snack. <input type="checkbox"/> When following instructions to make a sandwich adjust spreading of the butter to cover the whole slice. <input type="checkbox"/> Give single instruction to programmable toy, observe what has happened and then decide what instruction to give to move to the next given destination. <input type="checkbox"/> Learners look for patterns, complete sequences and create their own patterns to develop their understanding of simple algorithms." <input type="checkbox"/> Gather data using objects <input type="checkbox"/> Recognise that there are different types of data, e.g. sort and/or match objects/photographs/symbols <input type="checkbox"/> Sort familiar objects using set criteria. <ul style="list-style-type: none"> • Learners go outdoors to collect different leaves to sort. • Sort picture cards of animals or toy animals. • Sort clothes into prelabelled sets of summer/winter. 	<ul style="list-style-type: none"> <input type="checkbox"/> Control devices by giving them instructions. <input type="checkbox"/> Listen to and follow a sequence of instructions from others. <input type="checkbox"/> Create verbal instructions. <input type="checkbox"/> Attempt alternative approaches to solve a problem or achieve a goal. <input type="checkbox"/> Control a floor robot, programmable toy, or a microwave when cooking. <input type="checkbox"/> Learn to create short sequences of instructions to begin to control a floor robot. <input type="checkbox"/> Follow verbal instructions from others to recreate a constructed model. <input type="checkbox"/> Create and record instructions for others to follow a trail. <input type="checkbox"/> Learners solve the traditional problem of a farmer trying to get a chicken, a fox and corn across a river by acting it out. Developing their logical reasoning skills. <input type="checkbox"/> Begin to interpret information/data by making direct comparisons, e.g. explain why one group/set is different to another set. <input type="checkbox"/> Classify objects using one criterion. <ul style="list-style-type: none"> • Create a simple pictogram using suitable software • Sorting items into groups giving reasons for their groupings - <i>e.g. On a nature walk, collect items and select, e.g. all the plants.</i> • Learners work on spotting patterns in sets of pictures and think of general statements to describe similarities and differences.