

Llangyfelach Primary School



Foundation Phase ICT Scheme

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ICT MAP – Foundation Phase

Year 1/2 Cycle A	Ysgol	Superheroes	Towers, Tunnels & Turrets	Scented Garden	Wriggle and Crawl
	Producing	Producing	Interacting & Collaborating	Data & Computational Thinking	Data & Computational Thinking
	LPS...the Movie iMovie	Superhero Animation Toontastic 3D	Castle-Life Explain Everything or Book Creator	Plant Growth Enquiry JIT Chart	Minibeast Classification JIT Branch
Year 1/2 Cycle B	Moon Zoom	Enchanted Woodland	Brilliant Betsi	Land Ahoy	Splendid Skies
	Data & Computational Thinking	Producing	Interacting & Collaborating	Interacting & Collaborating	Producing
	Solar System JIT Turtle Beebots	Woodland Walk Story iCanAnimate	Images and Texts Explain Everything or Book Creator	Wanted Posters J2E	TV Weather Report or Chronological Photo Story iMovie

ICT Scheme Foundation Phase - Cycle A

Ysgol	Superheroes	Towers, Tunnels & Turrets	Scented Garden	Wriggle & Crawl
Producing	Producing	Interacting & Collaborating	Data & Computational Thinking	Data & Computational Thinking
LPS...the Movie iMovie	Superhero Animation Toontastic 3D	Castle-Life Explain Everything/Book Creator	Favourite Scent Enquiry JIT Chart	Minibeast Classification JIT Branch
<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. Research the location and local geography of LPS 3. Visit areas of the community and take digital photographs 4. Plan a promotional video for LPS using information gleaned from their research 5. Familiarise with iMovie app and skills required: <ul style="list-style-type: none"> • Titles, Texts & Transitions • Image & Video import • Editing & Clipping • Audio selection & movement • Narration skills • Create & Evaluate Movie 6. Save iMovie onto iPad and upload the file onto personal storage files on hwb and share with class teacher 	<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. Study Superhero powers and relate to Healthy Lifestyles. 3. Study Comic features – <ul style="list-style-type: none"> • Speech bubbles • Order of texts • Comic Punctuation 4. Design a short storyboard about a Superhero and Villain and the struggle for Good vs Evil, away from iPad 5. Study Toontastic app features and skills 6. Transfer storyboard ideas into App 7. Save and review animations 8. Share with groups or class via Apple TV 9. Export file to video format 10. Share with class teacher and upload to hwb folders 	<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. Watch Horrible Histories to glean facts 3. Compare and contrast roles within Non-Fiction texts 4. Research and study various roles within a medieval castle. 5. Save relevant information and media to iPad storage 6. Study app features and skills: <ul style="list-style-type: none"> • Inserting media • Recording audio • Animating objects • Writing • Typing • Arrows & Labelling (EE) • Video Conversion 7. Save and review presentation 8. Share with groups or class via Apple TV 9. Export file to video format 10. Share with class teacher and upload to hwb folders 	<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. Discuss file organisation & storage etiquette 3. Pupils are set a challenge via Fairy Morpho - they undertake a small class survey based on the challenge 4. Collate data away from the computer 5. Study the skills and features of JIT Chart 6. Create chart, insert data and analyse results. 7. Feedback ideas to groups or class 8. Save data in their personal files 9. Feedback to the Fairy 10. The results from the challenge feed into the next area of learning 	<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. Discuss file organisation & storage etiquette 3. In preparation for the Ugly Bug Ball, research various minibeasts 4. Collate data away from the computer 5. Study the skills and features of JIT Branch 6. Select questions to sort and classify 7. Choose minibeasts from central storage and in-app safe search function 8. Create Branch Database 9. Peer evaluate 10. Save data in their personal files 11. Share results with the class in preparation for the ugly bug ball

ICT Scheme Foundation Phase - Cycle B

Moon Zoom	Enchanted Woodland	Brilliant Betsi	Land Ahoy	Splendid Skies
Producing	Producing	Interacting & Collaborating	Data & Computational Thinking	Data & Computational Thinking
Solar System JIT Turtle & Beebots	Woodland Walk Story iCan Animate	Images and Texts Explain Everything/Book Creator	Wanted Posters J2E	TV Weather Report or Chronological Photo Story
<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. Discuss difference between input and output devices. 3. Experiment with Logo programming & directional language 4. Learn directional instructions: <ul style="list-style-type: none"> • Forward and Back • Right and Left • Half, Quarter, Full Turns • Pen Up and Pen Down 5. Experiment with errors and explain about 'debugging' to problem solve 6. Create a programme on JIT to map a journey around the solar system 7. Save and share code with class teacher 8. Use Pro-Bots or Beebots to replicate the rocket movement in the main hall 	<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. Visit woodland area – children to find 'fantasy stimulus' e.g. spell book, fairy wings, etc 3. Discuss where items have come from – generate ideas 4. Take digital photographs of areas of interest 5. Design backdrop using collected natural resources 6. Design a short storyboard opening based on fantasy stimulus 7. Study iCan Animate app features and skills: <ul style="list-style-type: none"> • Photo shooting - FPS • Onion skinning • Editing slides • Narration • Soundtrack • Titles & Credits 8. Transfer storyboard ideas into App 9. Save and review animations 10. Share with groups or class via Apple TV 11. Export file to video format 12. Share with class teacher and upload to hwb folders 	<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. Watch BBC clips to glean facts on Betsi and Florence Nightingale 3. Compare and contrast roles within Non-Fiction texts 4. Research the role of a nurse in the past and present day 5. Save relevant information and media to iPad storage 6. Study Explain Everything app features and skills: <ul style="list-style-type: none"> • Inserting media • Recording audio • Animating objects • Writing • Typing • Arrows and labelling (EE) • Video Conversion 7. Save and review presentation 8. Share with groups or class via Apple TV 9. Export file to video format 10. Share with class teacher and upload to hwb folders 	<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. File Organisation – storage etiquette 3. Research Wanted Poster designs 4. Select and save information and media 5. Plan Design of Poster 6. Insert information and media appropriately 7. Use tools for effect: <ul style="list-style-type: none"> • Layers • Bold/Italic • Font selection • Image Manipulate 8. Peer Evaluate via email – including explanations of sources of information. 9. Feedback via email cc Class Teacher 	<ol style="list-style-type: none"> 1. Discuss citizenship skills related to task 2. Visit a contrasting locality 3. Take digital photographs 4. Research weather report styles and features 5. Plan a weather report or photo story of visit using information gleaned from their research 6. Familiarise with iMovie app and skills required: <ul style="list-style-type: none"> • Titles, Texts & Transitions • Image & Video import • Editing & Clipping • Audio selection & movement • Narration skills • Create & Evaluate Movie 7. Save iMovie onto iPad and upload the file onto personal storage files on hwb and share with class teacher.

Citizenship Skills

Year 1	Year 2
<ul style="list-style-type: none"> <input type="checkbox"/> Understand that some websites ask for information that is private and personal, e.g. identify private and personal information and discuss how to handle requests for private information – not disclosing full name, address, date of birth, school. <input type="checkbox"/> Use digital devices within a controlled environment, time and context, e.g. use for a given time limit and specified outcome. <input type="checkbox"/> Add their name and the date to work they have created, e.g. type their first name and surname and add a date to pieces of work. <input type="checkbox"/> Simply explain that digital technology can be used to communicate and connect with others locally and globally, e.g. text, image, photographs, video, newsletters, e-mail, web services. <input type="checkbox"/> Begin to identify similarities and differences between online and offline communication, e.g. follow same rules when communicating face-to-face and online. <input type="checkbox"/> Use appropriate words and feelings, e.g. discuss words, and acts. 	<ul style="list-style-type: none"> <input type="checkbox"/> understand that information put online leaves a digital footprint or trail, e.g. explain the meaning of digital footprint and encourage them to think critically about the information they leave online. <input type="checkbox"/> Identify the steps that can be taken to keep personal data and hardware secure, e.g. understand usernames and passwords, why we have them and how they are kept safe. <input type="checkbox"/> Begin to identify and explain the advantages and disadvantages of digital media and devices on their lives, e.g. on their physical and mental well-being. <input type="checkbox"/> Add their name and the date to work they have created and give reasons why this is important, e.g. type their first name and surname, add a date to pieces of work and orally provide reasons for doing so. <input type="checkbox"/> Use digital technology to communicate and connect with others locally and globally, e.g. text, image, photographs, video, newsletters, e-mail, web services. <input type="checkbox"/> Interact appropriately with others, e.g. follow the same rules when communicating face-to-face and online.

Interacting and Collaborating Skills

Year 1	Year 2
<ul style="list-style-type: none"><input type="checkbox"/> Contribute to a whole-class or group online communication in one or more languages, e.g. e-mail or video call.<input type="checkbox"/> Collaborate with a partner on a piece of digital work.<input type="checkbox"/> Save work using a familiar word as a filename, e.g. child's name/key word and understanding that this work can be retrieved.	<ul style="list-style-type: none"><input type="checkbox"/> Send simple online communication in one or more language from a single user account, e.g. e-mail (ensuring address is typed accurately) or video call.<input type="checkbox"/> Use an online collaborative platform to create or edit a file in one or more languages, e.g. word processing, presenting tools, spreadsheets.<input type="checkbox"/> Save work using an appropriate file name, e.g. child's name and simple title.<input type="checkbox"/> Use an icon to open a saved file.

Producing Skills

Year 1	Year 2
<ul style="list-style-type: none"> <input type="checkbox"/> Identify some success criteria in response to questions, e.g. choose appropriate colour and add title to video. <input type="checkbox"/> Use text when searching for information/media (image, video, sound) and use an internet browser independently, e.g. open web browser and type in one keyword for a search. <input type="checkbox"/> Select appropriate software to complete given tasks in order to use text, image, sound, animation and video. <input type="checkbox"/> Text - Format individual words or sentences, by highlighting before formatting. Use Copy and Paste tools, using on-screen icons. <input type="checkbox"/> Images - Import a photograph as a background and enhance using simple graphic tools. Use a camera to capture a series of images. <input type="checkbox"/> Audio - Record audio to accompany a digital piece of work. <input type="checkbox"/> Video - Record a simple video, add a title and ensure steady shots." <input type="checkbox"/> comment on work in relation to the success criteria, e.g. add comments using recording feature in software. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan how to complete a digital task in relation to identified success criteria. <input type="checkbox"/> Use keywords to search for specific information to solve a problem, e.g. type keywords into a search engine and explain how their choice of website helps to solve the problem. <input type="checkbox"/> Add a new website to j2Launch dashboard using a URL. Enter keywords into the j2Launch library search. <input type="checkbox"/> Create and edit multimedia components in order to develop text, image, sound, animation and video for a range of tasks. <input type="checkbox"/> Text - Build simple paragraphs. Justify the text to the left, right and centre. Move text boxes to appropriate places on the screen. Use keyboard shortcuts to access tools such as Copy and Paste. <input type="checkbox"/> Images - Import an image, resize, crop and rotate as appropriate, to enhance a document. <input type="checkbox"/> Audio - Record multiple audio clips to accompany a piece of digital work. <input type="checkbox"/> Video - Record a sequence of videos to capture a story or role play of other learners. <input type="checkbox"/> Identify what worked and what didn't, giving some of the reasons for their thoughts.

Data & Computational Thinking Skills

Year 1	Year 2
<ul style="list-style-type: none"> <input type="checkbox"/> Follow a sequence of steps to solve a problem, e.g. predict and explain what actions are needed to make something happen. <input type="checkbox"/> Breakdown a problem into separate parts to make it easier to understand. <input type="checkbox"/> Create and record written instructions that others understand and can follow. <input type="checkbox"/> Change instructions to achieve a different outcome. <input type="checkbox"/> Learners tinker with Bee-Bots to find out what they do and how to program them. They will understand simple programming language. <input type="checkbox"/> Alter the instructions from a partner on a programmable device to reach a different place. <input type="checkbox"/> Collate and group given data using simple words, e.g. sort pictures/words. <input type="checkbox"/> Classify an object using more than one criterion, e.g. labelling group/set. <input type="checkbox"/> Record data collected in a suitable format, e.g. use tally charts, pictograms and block graphs in simple computing package. <input type="checkbox"/> Sort given pictures (e.g. insects) and words into groups, using one or more criteria, giving reasons for their grouping. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain to others how a designed solution works, e.g. explain a design for a simple playground game and test, correcting any issues that arise. <input type="checkbox"/> Predict the outcome of simple sequences of instructions, e.g. predict what will happen if instructions are followed accurately. <input type="checkbox"/> Create a simple solution that tests an idea, e.g. predict what would happen if it went wrong such as the sequence of waking up to go to school. <input type="checkbox"/> Explain the game and rules to others including win/lose conditions. <input type="checkbox"/> Learners use logical reasoning to explain their predictions before programming and testing their commands to see if they are correct. <input type="checkbox"/> Predicting what will happen when a set of instructions on how to care for a plant is followed. <input type="checkbox"/> Learners explore graphemes for a particular phoneme (its spelling rules) using logical reasoning to predict the rules. <input type="checkbox"/> Learners design and solve challenges using a programmable toy. <input type="checkbox"/> Collect and organise data into groups, e.g. gather data by voting or sorting and represent in pictures, objects or drawings. <input type="checkbox"/> Extract information from simple tables and graphs, e.g. answer questions on table graph. <input type="checkbox"/> Record data collected in a variety of suitable formats, e.g. lists, tables, block graphs and pictograms.

	<input type="checkbox"/> Create simple enquiry: Use information collected in a tally chart to create a block graph. Input data into a software package, such as Jit.
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