



# Computing-Sticky Learning

<b>Reception</b>	<p>Within the revised EYFS statutory framework, the Technology strand within Understanding the World has been removed. However, there are opportunities within each area of the framework to effectively prepare children for studying the computing curriculum. Computing in the early years is often play-based and focus on building children's listening skills, curiosity and creativity and problem solving.</p> <p>Technology in the Early Years can mean:</p> <ul style="list-style-type: none"> <li>• taking a photograph with a camera or tablet</li> <li>• searching for information on the internet</li> <li>• playing games on the interactive whiteboard</li> <li>• exploring an old typewriter or other mechanical toys</li> <li>• using a Beebot</li> <li>• watching a video clip</li> <li>• listening to music</li> </ul> <p>Allowing children, the opportunity to explore technology in an open and often child-led way, means that children will develop a familiarity with equipment and vocabulary that will support them as they move onto the requirements of the National Curriculum.</p>			
		<b>3 &amp; 4 year olds will be learning to:</b>	<b>Children in Reception will be learning to:</b>	<b>By the end of Reception – Early learning Goal.</b>
	<b>Personal, Social and Emotional</b>	<ul style="list-style-type: none"> <li>• Remember rules without needing an adult to remind them.</li> </ul>	<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of a challenge.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: (sensible amounts of 'screen time').</li> </ul>	<ul style="list-style-type: none"> <li>• Managing Self</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul>
	<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Match their developing physical skills to tasks and activities in the setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a</li> </ul>	



			range of tools competently, safely and confidently.			
	<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>Explore how things work</li> </ul>				
	<b>Expressive Arts and Design</b>		<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Creating with materials</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul>		
<b>Key Stage 1 National Curriculum Objectives</b>						
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>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</li> </ul> <p style="text-align: center;"><b>Computer Science</b>   <b>Information technology</b>   <b>Digital literacy</b></p>						
<b>In Year 1/2, we will be learning:</b>						
<b>Year 1/2</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Unit 1:1 Online safety &amp; Exploring Purple Mash</b>	<b>Unit 1.4 Lego Builders</b>	<b>Unit 1.7 Coding</b>	<b>Unit 2.1 Coding</b>	<b>Unit 2.6 Creating pictures</b>	<b>Unit 2.5 Effective Searching</b>
<b>Sticky Vocabulary</b>						



	Alert Device Notification Private Button Icon Menu Avatar Log in Log out Password Home Screen Work area Save Search	Instructions Algorithm Program Code Debug Computer	Action Algorithm Background Code Event Command Debug Execute Input Object Scale Run Scene Sound	Action Debug Collision detection Algorithm Button Event Command Click events Execute Implement Interval Properties Interaction Output Run Object Instructions sequence	Art Pallet Style Fill Impressionism Pointillism Surrealism	Digital footprint Network Webpage Domain Search Engine World Wide Web Internet Web Address Web site
<b>Sticky Skills</b>						
	Log on/off Purple Mash. Create my own Avatar. Save work into my folder.	Following instructions correctly, get the correct result. The order of instructions affects the result.	Create a program using code blocks Arrange code blocks to create a set of instructions Use event, object and action code blocks. Edit a scene by adding, deleting and moving objects.	Read and understand code Know what a collision detection is Design an algorithm Debug a simple program	Functions of 2Paint a Picture tool Talk about the main features of impressionist art. Talk about the work of a Pointillist artwork Create an ecollage	Search safely on the internet Understand the terminology associated with searching
<b>Sticky Knowledge</b>						



	<p>Log in safely. Learn how to find saved work in the Online Work area Become familiar with the icons Start to add pictures and text to work. Explore the Tools and Games section of Purple Mash. Learn how to open, save and print. Understand the importance of logging out.</p>	<p>To compare the effects of adhering strictly to instructions to completing tasks without complete instructions. To follow and create simple instructions on the computer. To consider how the order of instructions affects the result.</p>	<p>Understand what instructions are and predict what might happen when they are followed. Use code to make a computer program. Understand what object and actions are. Understand what an event is. Use an event to control an object. Begin to understand how code executes when a program is run. Understand what backgrounds and objects are. Plan and make a computer program.</p>	<p>Understand what an algorithm is. Create a computer program using an algorithm. Create a program using a given design. Understand the collision detection event. Understand that algorithms follow a sequence. Design an algorithm that follows a timed sequence. Understand that different objects have different properties. Understand what different events do in code. Understand the function of buttons in a program. Understand and debug simple programs.</p>	<p>Learn the functions of the 2Paint a Picture tool. Learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). Recreate Pointillist art and look at the work of pointillist artists such as Seurat. Learn about the work of Piet Mondrian and recreate the style using the lines template. Learn about the work of William Morris and recreate the style using the patterns template. Explore surrealism and eCollage.</p>	<p>Understand the terminology associated with searching. Gain a better understanding of searching on the Internet. Create a leaflet to help someone search for information on the Internet.</p>
--	--	---	--	--	--	---