

EYFS		
Strand Early learning goal	Objective	Some lesson ideas A full range of ideas can be found in T:\Curriculum\progression documents\Computing\EYFS and REC
Communication and language Being imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	<p>2Paint a Picture: Leave the 2Paint projects or 2Paint on the whiteboard/screen as part of continuous provision. Give the children opportunities to explore the other Painting tools in 2Paint a Picture.</p> <ul style="list-style-type: none"> • Simple • Slice • Spinner • Wet Paint • Swirly <p>Use the above painting tools and think about which tool you would use to create different pictures and patterns.</p> <p>Paint Projects (Mini Mash & Purple Mash) https://www.purplemash.com/#tab/mm_art/mm_paintprojects</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> • Leave a selected paint project (to support your theme), on the interactive whiteboard as part of continuous provision. Let the children explore and create and work together to create a picture. • Let the children select their own pictures from the paint projects to create and develop. • Save the children's work onto a display board in Purple Mash and leave the display board on the whiteboard for the children to see each other's work. • Use one of the paint projects to create with a group of children e.g. the gingerbread man. Talk to the children about what they want it to look like.

Listen and attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Choose a colour for the body
How many buttons should he have?
What will his eyes be made from?
What will he be wearing?

• Create class and individual pictures to complement stories e.g. The Owl Babies.

Use the slideshows in all the Simple City resources to talk about what is happening in the photographs.

There are two sets of slideshows in each of the topic sections one showing the role of the adult e.g. the builder and the second showing how the children have created their own environment to support the topic.

Lesson ideas: -

- The children copy what is happening in the slide show.
- Discussion about the slideshows, how do you think the children have created their own vet's role play area or garden centre?
- Could we make our own e.g. garden centre in our classroom?
- What would we need?
- How would we do it?
- Leave the slideshow running on your whiteboard/screen for the children to go back to and listen to. Let the children create their own role play area setting up their own vet's area etc.

<p>Speaking</p>	<p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Communication and Language Mashcams can be used to create an imaginary role play situation for the child in which the child's face can be added by drawing it or adding a photograph. The child becomes the character.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> • Provide opportunities for children to express themselves through other characters. • Allow some of the more reluctant speakers to talk through role play. • Give the children the opportunity to talk with others by taking on a character's role and speaking in the style of the character e.g. a pirate, a spaceman etc. • Develop speaking and listening skills through recording the children being the character and listening to themselves taking on the role. This can be done using the record function in Mashcams. • Let the children take on a name for the character. • Give the children a scenario to talk about. <p>What would it be like to.....?</p> <p>What would happen if.....?</p>
<p>Understanding</p>	<p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events</p>	<p>2Go gives the children an opportunity to explore using directional language and following and creating instructions.</p> <ul style="list-style-type: none"> • Make your own story using 2Go as the facilitator. • Work with all the children together or in a small group. • Choose a background e.g. the fairy tale background and the simple direction tools. • Show the children how they can make the object move around and what the direction tools do. • Talk to the children about where they want the character to move to and how it is go to get there. • Give the character one instruction at a time and see what happens. • Ask the children what they think will happen when you press one of the direction keys. • Did the character move the way we wanted it to?

		<ul style="list-style-type: none"> • Where shall we make it go to next? • What do we need to do to make it go that way? • Try different activities using different characters and backgrounds encourage the children to choose the directions for the characters. • Give the children the opportunity to talk about what they had to do to make the character move in different ways.
<p>Expressive arts</p> <p>Exploring and using media and materials.</p> <p>Being imaginative (see communication and language)</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Use 2Beat to explore making different sounds with different instruments. Try the different instruments, what do they sound like?</p> <ul style="list-style-type: none"> • Listen to the different instruments and make a choice of what you are going to use. • Create your tune by clicking on the boxes next to the instruments you have chosen. • Play back what you have created so far. • Try changing the tune by changing the number of boxes you select. • Change the instruments. • Play the tune fast play it slow. Which do you prefer? • Make the tune longer by adding more beats. • Can you make a tune which sounds like people running fast? • Can you make a happy, playful tune? • Can you make a sad slow tune? • Play your tunes for your friends, what do they think?
<p>Literacy</p> <p>Reading</p>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>Use the Mashcam to create a character for the children.</p> <ul style="list-style-type: none"> • Add some simple sentences to the character's speech bubble for the children to read. • What is the character saying? • Make a list of things that the character wants the children to do, can the children read the list and follow the instructions? • Introduce new words to the instructions. • Use characters that are part of a class topic e.g. People, who help us. • Print out the character with the speech bubble, laminate and write on/wipe off the instructions you want the children to read. For example, use

<p>Writing</p>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p>	<p>the builder in the construction area, write in the speech bubble the activity you want the children to do.</p> <ul style="list-style-type: none">• Can the children work together to read and find out what the builder wants them to build? <p>Literacy</p> <p>Use the Mashcam to write in the speech bubble.</p> <ul style="list-style-type: none">• For emergent writer's you can switch to a paintbrush to make marks in the speech bubble instead of using the text tool.• Choose a character to support the topic/theme e.g. under the sea.• Let the children explore through role play what it would be like to be a diver under the sea.• Use the speech bubble to write what the diver might be saying as they swim under the sea.• What are they looking for?• What can they see?• What does it feel like to be a diver?• Let the children add their own words to the speech bubble, which might be a list of all the things that they might see.• Give the children the opportunity to look at each other's work and to read and talk about the things they have written.• Choose some of the children's work to show on the interactive whiteboard.• Can the children read what is in the speech bubble?
----------------	--	---

<p>Maths Number</p>	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>Car race (Select this activity from the main Maths City 1 page). Now choose the middle icon on the top row.</p> <p>Level 1</p> <ul style="list-style-type: none"> • Move the different cars onto the road to match the outline shape of the car. • Press the green arrow, the go button in the centre to see what happens. • Why do some cars go faster than other cars? • Which numbers goes the slowest, which number goes the fastest? <p>Level 2</p> <ul style="list-style-type: none"> • Add the cars to the road wherever you want to place them. • Which car do you think is going to go the fastest? Why? • Which will be the slowest car? Why? <p>Level 3</p> <ul style="list-style-type: none"> • Now add the vehicles you want to use, on the road. Add a number to the vehicle. • Which number will you chose? Why? • Which numbers will be the best numbers to use if you want to be one of the winners. • Which will be the fast vehicles? Which number should you add?
<p>Shape, space and measure</p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>	<p>Rockets (Select this activity from the main Maths City 1 page). Now choose the middle icon on the bottom row.</p> <p>Shapes</p> <p>Activity 1 - Rocket</p> <ul style="list-style-type: none"> • Create your rocket using the different shapes. • Try the first activity, choose the shape you want to use. <p>What will you choose?</p> <p>A circle a triangle a square?</p> <ul style="list-style-type: none"> • Can you add the windows to your rocket? What shape are they?

		<ul style="list-style-type: none">• How many windows have you added to you rocket?• Are all your windows the same shape?• How many square windows did you choose?• How many circular windows did you choose?• Click on the big purple arrow at the bottom of the page look at all the other rockets, can you see one which is the same shape as your rocket?• Can you see one which has the same shape of windows as yours?• Can you see on which is the same colour as yours? <p>Drag the rocket (which has some of the same shapes as your rocket) next to your rocket.</p> <p>What happens to the rockets?</p> <p>Activity 2 - Alien</p> <ul style="list-style-type: none">• Create your alien using the different shapes.• What shape are you going to choose for your alien's body?• What shape are the eyes? How many eyes will you give your alien?• What colour will you choose for your alien?• How many tentacles will your alien have?• Click on the big purple arrow at the bottom of the page look at all the other aliens, can you see one which is the same shape as your alien?• Can you see one which has the same shape of body as yours?• Can you see one which is the same colour as yours?• Drag the alien (which has the same shape of body) next to your alien. <p>What happens to the aliens?</p>
--	--	--

<p>Physical development</p> <p>Health and self-care</p>	<p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Within the topic pins on Mini Mash there is a selection of activities for the children to carry out based around the grocers.</p> <ul style="list-style-type: none"> • Use the slideshow in the grocers pin to talk to the children all about healthy food. • Which fruit and vegetables do the children like the best? • Use 2Count to create a pictogram of the children's favourite fruit. • Make your own pictograms for favourite vegetables and favourite snacks. • Set up a role play area for the grocer's shop. • How will you sell your fruit and vegetables? • Try the Mash cam and become a grocer, • What will you say to your customers to help them buy healthy food? • Which fruit and vegetables are the most favourite that people buy? <p>What other things do the children do to keep themselves fit and healthy?</p> <p>From Purple Mash search for 'Health' to see a range of activities which you could use to support topics about ways of keeping healthy, looking after yourself and keeping safe.</p>
<p>PSED</p> <p>Making relationships</p>	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>2Beat and 2Explore</p> <ul style="list-style-type: none"> • Use 2Beat and 2Explore on the iPad as musical instruments. • Let the children explore creating music and sounds. • Use the iPad to take turns to create music and sounds, let the children play each other's 'creations'. • Let the children use the iPad as part of their own 'band' of musical instruments. • Who is going to create sounds on the iPad first? Who will use it next? • Which musical instruments will the children choose to play? • Let the children decide how they are going to organise all the instruments and where they will sit to play the different sounds. • Let the children take turns at using the iPad as part of their band. <p>Mashcams</p> <ul style="list-style-type: none"> • Let the children explore with each other taking photographs by using the Mashcams and creating their own pictures. • Talk to the children about taking photographs and find out how many children like /dislike having photographs taken.

<p>Self-confidence and self-awareness</p>	<p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>Use the Mini Mash home screens to provide an opportunity for the children to explore a new environment and different activities.</p> <ul style="list-style-type: none"> • Show the children how to find their way around the Mini Mash home screens. Try clicking on some of the objects on the pages. • What happens to the bird in the tree? • What happens to the sunshine? • Talk to the children about what happens when they explore and which part of the screen they like clicking on the best and why? • Show the children one of the activities e.g. the painting tools in the drawing and painting area. • Let the children explore painting with the tools, creating a picture and printing out the finished picture. • Let the children explore other sections of Mini Mash and find their way in and out of each of the areas. • Let the children work in pairs and explore things together. • Give the children the opportunities to talk about what they have found out and to show each other how to do things. • Find out which activities the children enjoy doing the most?
<p>Understanding the world People and communities</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Use the PINS in Mini Mash to pin the topics 'All about me' and 'Feelings' to the front of Mini Mash to allow the children to access the resources. You can also access resources in Purple Mash by using the search tool in Purple mash and searching for the resources.</p> <ul style="list-style-type: none"> • Use the slideshows in both topics to talk to the children about the images. • Talk to the children about the things they like doing. • What makes them happy? • What makes them sad? • Do all the children in the class like doing the same thing? • Why do we all enjoy doing different things? • Do all your family like doing the same thing? • What happens somebody want to do something different? • How can we help to share the things that we do?

<p>Technology</p>	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<ul style="list-style-type: none"> • How can we help other children to enjoy the things that they do? • What do you think children living in other countries enjoy doing too? <p>If the children have access to different types of technology in the classroom let the children explore using Mini Mash/Purple Mash in different ways.</p> <ul style="list-style-type: none"> • Use the interactive white board like a big painting easel to explore all the painting tools and their effects using your fingers to paint with. • Use the drag and drop activities in Simple city to create and make your own environments on the whiteboard. • Use the PC to explore using the mouse to move things around on the screen and use the keyboard to become familiar with the using the keys. • Use a tablet/iPad to take your own photos for Mashcams, explore using the camera on the tablet and making your own Mashcams. • Use the tablet to drag and drop the pieces into place on Mini Mash jigsaws. • Talk to the children about how they use different technology in school. • Why do the teachers use computers to help them to do their job? • Why do you need a computer in the school office? • What do we use at home every day? • What other types of technology are used around school? • Photocopier • Microwave
<p>The world</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Within Mini Mash there are a number of topic packs (referred to as PINS), which the teacher can select to turn on or off and allow the children to access the resources.</p> <ul style="list-style-type: none"> • Each topic pack has a slideshow about the topic which contains pictures for discussion to start the topic with the children. • The slideshows are a starting point for the topic, and an opportunity to give the teacher time to assess the children's knowledge about the topic and to plan for ideas and additional activities about the topic.

		<ul style="list-style-type: none">• Each topic pack also consists of teachers PDF resources, new words which can be introduced with the topic, pictures to support the topic and images which can be used by the children to create their own resources for classroom use.• Each topic also consists of resources for the children to use based around the topic e.g. jigsaws, pair games, Mashcams, Paint Projects. Use these resources as talking points with the children. <p>All activities and PDF resources have been created for each topic to support, discussion, language development, hand eye coordination etc and opportunities to extend creative ideas for the teacher in the classroom.</p>
--	--	--