Curriculum Intent and Implementation in Foundation Stage

Understanding the World - Technology

Intent	Foundation Stage	Year 1/2
Computer Science		Pupils should be taught to: • understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs
	• Knows how to operate simple equipment e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Uses ICT hardware to interact with age-appropriate computer software. • *Children recognise that a range of technology is used in places such as homes and schools.* • *They select and use technology for particular purposes* • **Children find out about and use a range of everyday technology.**	For instance: Pupils learn to program a basic floor turtle such as a BeeBot to navigate increasingly complex routes and are able to debug their instructions when the turtle does not reach the intended destination Pupils learn to program an onscreen app such as BeeBot or Kodable to complete a set task and are able to debug their instructions when the turtle does not reach the intended destination Pupils use a more complex turtle with standard units to navigate increasingly complex routes, and are able to debug their instructions when the turtle does not reach the intended destination Extension - Pupils learn to use a simple graphical programming language such as Logo, Scratch or Turtle to navigate around the screen Extension - Pupils create a 3D environment, using a graphical language such as Kodu. They link this to a story such as an island adventure

Implementation

- Computing inputs
- IWB access daily
- Computing equipment in provision
- Home learning questionnaire about Technology use at home
- Discussions with parents
- Using the cd player during RWInc to access Environmental sounds
- Using the cd player to listen to stories and songs
- Reading stories on the computer – Goldilocks and the 3 Bears, The 3 Little Pigs

Intent	Foundation Stage	Year 1/2
Computer Science continued		Pupils should be taught to: • recognise common uses of information technology beyond school
	• Uses ICT hardware to interact with age-appropriate computer software. • Knows that information can be retrieved from computers • *Children recognise that a range of technology is used in places such as homes and schools.* • *They select and use technology for particular purposes* • **Children find out about and use a range of everyday technology.**	*Pupils learn about some of the uses of the internet*

Implementation
- Computing inputs
- IWB access daily
- Computing equipment in provision
- Home learning questionnaire about Technology use at home
- Discussions with parents
- Use of the internet to research footprints
- Interactive traditional tales
- Google Earth

Intent	Foundation Stage	Year 1/2
Digital Literacy		Pupils should be taught to: • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies
	• Uses ICT hardware to interact with age-appropriate computer software. • Knows that information can be retrieved from computers • *Children recognise that a range of technology is used in places such as homes and schools.* • *They select and use technology for particular purposes* • **Children find out about and use a range of everyday technology.**	*For instance:* • *Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information* • *Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not* • *Pupils are introduced to the basics of online searching* • *Pupils learn to explore websites and to say whether they like them or not and why*

Implementation

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- Use of the internet to research footprints
- Interactive traditional tales
- Google Earth

Intent	Foundation Stage	Year 1/2
Digital Literacy		Pupils should be taught to: • use technology purposefully to create, organise, store, manipulate and retrieve digital content
	• Completes a simple program on a computer/ IPad • Uses ICT hardware to interact with age-appropriate computer software. • Knows that information can be retrieved from computers • *Children recognise that a range of technology is used in places such as homes and schools.* • *They select and use technology for particular purposes* • **Children find out about and use a range of everyday technology.** • **They select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.**	*For instance:* • *Digital Publishing: Pupils learn to use basic word processing package and to write and illustrate a short story* • *Presentation: Pupils learn to make simple presentations* • *Graphics: Pupils learn to create a simple digital painting* • *Animations: Pupils learn to make a simple animation for instance in Puppet Pals* • *Media: Pupils learn to use digital cameras and microphones for a purpose* • *Working with data: Pupils learn to create and use a pictogram* • *Modelling: Pupils explore online simulations such as Charlie Chimp*

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Firs Primary School