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| updated logoHedgehogs Class Medium Term Planning for Computing  Summer Term 2023 | |
| Topic: Places  Technology in the environment – use technology to support learning around places | Computing will be developed throughout the curriculum, giving children the opportunity to take photos, use an ipad, explore internet safety, and to explore cause and effect, etc. This term, we will be accessing computing through other subjects (cross-curricular). See other MTPs where computing has been including within the sequence of learning for other subjects.  Key vocabulary:   * iPad * photo * internet * online safety * cause and effect |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| EYFS –   * **cause and effect;** * **by press and hold, press and let go, press it again** * **sequential awareness; making more happen** * **attention and timing; wait then press, wait for change, locate change, experimental play, ready steady go.** * **Targeting and timing; static targets, variable targets, variable timing, moving targets** * **Introducing choice; two objects, related objects, interacting objects, one object two actions, build up, move and get.** * **Choice making; free choice, find the object, complete the set, create a scene, exploration.**   Key Stage One –   * **begin to understand the particular purposes technology can be used for** * **develop their skills in typing, selecting tools** * **begin to develop their creativity using technology through recording sound** * **use technology purposefully to create digital content** * **begin to make links to how they use technology outside of the classroom** * **begin to think about the benefits of using technology in their lives, making links to learning about online safety** * **recognise common uses of technology beyond school** * **use technology safely and respectfully** * **begin to understand their influence on technology by developing their programming skills to determine output** * **begin to consider their activity on the internet and learn about ways to keep themselves safe and why it is important to do so** | **EYFS -**   * I can recognise that a range of technology is used in homes and in schools. * I can use a simple application on a computer or mobile device. * I can use computing devices to interact with age-appropriate applications. * I can create simple representations of events, people and objects * I am confident to try new activities and show independence, resilience and perseverance in the face of challenge. * I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  |  | | --- | |  |  * I can develop my small motor skills so that they can use a range of tools competently, safely and confidently. * I can explore, use and refine a variety of artistic effects to express my ideas and feelings * Explore how things work * Remember the rules without needing an adult to remind them * Repeat actions that have an effect   **Key Stage One –**   * use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape; * create shapes and fill areas with colour * use a range of skills to create images * use applications and devices in order to communicate ideas * use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, click * use software to record sounds; * change sounds recorded * recognise ways that technology is used in the home and community, e.g. taking photos * control the nature of events * agree and follow sensible online safety rules * start to understand when I have spent too much time on technology and I need to take a break |