

<b>Milepost One Covering Reception &amp; Y1 Skills</b> <b>E Safety (Digital Literacy is covered in weekly 2BeSafe Sessions)</b>						
<b>EYFS Continuous Provision</b>  <b>Year 1 Purple Mash</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	<b>Mouse &amp; Track Skills</b> Grouping & Sorting 1.2 Session 1a <b>Computer Science</b>	<b>Mouse &amp; Track Skills Pictograms</b> 1.3 Session 2b <b>Information Technology</b>	<b>Mouse &amp; Track Skills</b> Lego Builder 1.4 Session 3b <b>Computer Science</b>	<b>Mouse &amp; Track Skills</b> Maze Explorers 1.5 Session 3b <b>Computer Science</b>	<b>Mouse &amp; Track Skills</b> Animated Stories 1.7 Session 2b <b>Information Technology</b>	<b>Mouse &amp; Track Skills</b> Animated Stories 1.7 Session 5a <b>Information Technology</b>
Week 2	<b>Keyboard Skills</b> Grouping & Sorting 1.2 Session 1b <b>Computer Science</b>	<b>Keyboard Skills Pictograms</b> 1.3 Session 3a <b>Information Technology</b>	<b>Keyboard Skills</b> Maze Explorers 1.5 Session 1a <b>Computer Science</b>	<b>Keyboard Skills</b> Maze Explorers 1.5 Session 4a <b>Computer Science</b>	<b>Keyboard Skills</b> Animated Stories 1.7 Session 3a <b>Information Technology</b>	<b>Keyboard Skills</b> Animated Stories 1.7 Session 5b <b>Information Technology</b>
Week 3	<b>Drawing Skills</b> Grouping & Sorting 1.2 Session 2a <b>Computer Science</b>	<b>Drawing Skills Pictograms</b> 1.3 Session 3b <b>Information Technology</b>	<b>Drawing Skills</b> Maze Explorers 1.5 Session 1b <b>Computer Science</b>	<b>Drawing Skills</b> Maze Explorers 1.5 Session 4b <b>Computer Science</b>	<b>Drawing Skills</b> Animated Stories 1.7 Session 3b <b>Information Technology</b>	<b>Drawing Skills</b> Technology Outside School 1.9 Session 1a <b>Digital Literacy</b>
Week 4	<b>Robots</b> Grouping & Sorting 1.2 Session 2b <b>Computer Science</b>	<b>Robots</b> Lego Builder 1.4 Session 1a <b>Computer Science</b>	<b>Robots</b> Maze Explorers 1.5 Session 2a <b>Computer Science</b>	<b>Robots</b> Animated Stories 1.7 Session 1a <b>Information Technology</b>	<b>Robots</b> Animated Stories 1.7 Session 4a <b>Information Technology</b>	<b>Robots</b> Technology Outside School 1.9 Session 1b <b>Digital Literacy</b>
Week 5	<b>Sounds</b> Pictograms 1.3 Session 1a <b>Information Technology</b>	<b>Sounds</b> Lego Builder 1.4 Session 1b <b>Computer Science</b>	<b>Sounds</b> Maze Explorers 1.5 Session 2b <b>Computer Science</b>	<b>Photography</b> Animated Stories 1.7 Session 1b <b>Information Technology</b>	<b>Sounds</b> Animated Stories 1.7 Session 4b <b>Information Technology</b>	<b>Sounds</b> Technology Outside School 1.9 Session 2a <b>Digital Literacy</b>
Week 6	<b>Photography</b> Pictograms 1.3 Session 1b <b>Information Technology</b>	<b>Photography</b> Lego Builder 1.4 Session 2a <b>Computer Science</b>	<b>Hardware</b> Maze Explorers 1.5 Session 3a <b>Computer Science</b>	<b>Technology Around Us</b> Animated Stories 1.7 Session 2a		<b>Photography</b> Technology Outside School 1.9 Session 2b <b>Digital Literacy</b>

				Information Technology		
Week 7	Technology Around Us Pictograms 1.3 Session 2a Information Technology	Technology Around Us Lego Builder 1.4 Session 2b Computer Science				Hardware Transition
Week 8		Hardware Lego Builder 1.4 Session 3a Computer Science				

### EYFS Computing Skills: Mini Mash

Mouse & Track Skills	<ul style="list-style-type: none"><li>I can hold a computer mouse with my finger on the correct buttons.</li><li>I can use a mouse to make the cursor move around the computer screen where I want it to go.</li><li>I can click the correct mouse button to play games on the computer.</li><li>I can use a mouse accurately to click and drag objects on the screen.</li><li>I can use the mouse roller to scroll up and down a page.</li><li>I can use a laptop touchpad.</li></ul>
Keyboard Skills	<ul style="list-style-type: none"><li>I can find all the letters of the alphabet on a keyboard.</li><li>I can put spaces between words in my typed work.</li><li>I know how to correct typed work without re-doing the work entirely using the delete keys.</li><li>I can type capital letters and lower case and know how to change between these.</li><li>I can type numbers using a keyboard.</li><li>I know how to move to the next line down when typing.</li><li>I can use the arrow keys to move around the screen.</li><li>I can use the different inputs of a computer keyboard.</li></ul>
Drawing	<ul style="list-style-type: none"><li>I can select colours when painting on the computer.</li><li>I can draw pictures on the computer to go with my work.</li><li>I can use a computer to draw with different widths of pens.</li><li>I can try the different tools that I can draw with on the computer.</li><li>I can use the undo button correctly.</li><li>I can use the erase button.</li><li>I can use a touchscreen device purposefully.</li><li>I can draw on a computer using a mouse.</li></ul>
Robots	<ul style="list-style-type: none"><li>I can talk about where I am moving a toy vehicle whilst I am moving it.</li><li>I can describe the route taken by a toy vehicle.</li><li>I can follow directions to make a route for a toy vehicle.</li><li>I can plan a route for a toy vehicle.</li><li>I can follow my own plan for where the toy vehicle should move.</li><li>I can make a floor robot move.</li><li>I can control the forwards, backwards and rotation of a floor robot one step at a time.</li><li>I can program a 3-step route for a floor turtle.</li><li>I can predict where a floor robot will end up when given the instructions for a 2 or 3 step route.</li><li>I can plan a route for a floor robot and then carry out these instructions one step at a time.</li><li>I can plan a route for a floor robot and then carry out these instructions more than one step at a time.</li></ul>
Sounds	<ul style="list-style-type: none"><li>I can make music using a computer.</li><li>I can add sound effects to my work.</li></ul>

	I can use a device to record myself speaking and play back the sounds.
Photography	<p>I can talk about what photos show.</p> <p>I can take photos using a digital device.</p> <p>I can use the webcam in Mini Mash.</p> <p>I can open photos in Purple Mash.</p> <p>I can open photos that I have taken in Purple Mash.</p>
Technology Around Us	<p>I can talk about what technology is used at home.</p> <p>I can talk about what technology is used outdoors.</p> <p>I can talk about what technology is used in the world around me.</p>
Hardware	<p>I can understand why having clean hands is important when using shared devices.</p> <p>I can understand why it is not sensible to eat and drink whilst using a technological device.</p> <p>I can understand why I need to take care with electronic devices and their plugs and wires.</p> <p>I can take appropriate actions when I need to carry a device to a different location.</p> <p>I can use devices with care.</p> <p>I can identify the technology used around me.</p> <p>I can identify the parts of a computer and what they are for.</p>
Statements for Using Purple Mash with an Individual Login	<p>I can get to the Purple Mash page on my device at school and at home.</p> <p>I can login to Purple Mash \ Mini Mash in school using the shortcut icon.</p> <p>I can login to Purple Mash and Mini Mash using my username and password.</p> <p>I can login to Purple Mash a Mini Mash using my username and password.</p> <p>I can login to Purple Mash a Mini Mash using my username and password.</p> <p>I can save work in my own tray\ folder when I am using Mini\Purple Mash.</p> <p>I can open work that I have done earlier.</p> <p>I can find and complete 2Dos that my teacher has set for me</p>

## Year 1 Computing Skills

<p><b>Computer Science</b></p> <p>1.2- Grouping &amp; Sorting</p> <p>1.4-Lego Builders</p> <p>1.5-Maze Explorers</p> <p>1.7-Coding</p>	<ul style="list-style-type: none"> <li>• I can apply a logical process when sorting and grouping a range of objects (1.2)</li> <li>• I can explain that an algorithm is a set of instructions. (1.4, 1.5)</li> <li>• I know that a computer program turns an algorithm into code that the computer can understand. (1.4, 1.7)</li> <li>• I can work out what is wrong when the steps are out of order in instructions. (1.4, 1.5)</li> <li>• I can say that if something does not work how it should it is because my code is incorrect. (1.7)</li> <li>• I can try and fix my code if it isn't working properly. (1.7)</li> <li>• I can make good guesses of what is going to happen in a program. For example, where the turtle might go. (1.5, 1.7)</li> </ul>
<p><b>Information Technology</b></p> <p>1.3-Pictograms</p> <p>1.6-Animated Stories</p>	<ul style="list-style-type: none"> <li>• I can know what sound, pictures and text are. (1.2)</li> <li>• I can add sound, pictures and text to a program such as 2Create a Story. (1.6)</li> <li>• I can change content on a file such as text, sound and images (1.3, 1.6, 1.7)</li> <li>• I can name my work. (1.2, 1.3, 1.6, 1.7)</li> <li>• I can save my work. (1.2, 1.3, 1.6, 1.7) I can find my work</li> </ul>
<p><b>Digital Literacy</b></p> <p>1.9-Technology Outside School</p>	<ul style="list-style-type: none"> <li>• I can say what technology is. (1.9)</li> <li>• I can say what examples of technology are in school. (1.9)</li> <li>• I can say what examples of technology are at home. (1.9)</li> <li>• I know that a chair uses old technology and a smartphone uses new technology. (1.9)</li> <li>• I can keep my login information safe. (All units)</li> <li>• I can save my work in a safe place such as 'My Work' folder. (All units)</li> </ul>

## 2BeSafe EYFS & Year 1 Objectives E Safety

<b>Self-Image and Identity</b>  <b>EYFS Statement Red</b> <b>Year 1 Black</b>	<ul style="list-style-type: none"><li>• I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</li><li>• I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</li><li>• If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</li></ul>
<b>Online Relationships</b>	<ul style="list-style-type: none"><li>• I can recognise some ways in which the internet can be used to communicate.</li><li>• I can give examples of how I (might) use technology to communicate with people I know.</li><li>• I can give examples of when I should ask permission to do something online and explain why this is important.</li><li>• I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</li><li>• I can explain why it is important to be considerate and kind to people online and to respect their choices.</li><li>• I can explain why things one person finds funny or sad online may not always be seen in the same way by others</li></ul>
<b>Online Reputation</b>	<ul style="list-style-type: none"><li>• I can identify ways that I can put information on the internet.</li><li>• I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.</li></ul>
<b>Online Bullying</b>	<ul style="list-style-type: none"><li>• I can describe ways that some people can be unkind online.</li><li>• I can offer examples of how this can make others feel.</li><li>• I can describe how to behave online in ways that do not upset others and can give examples.</li></ul>
<b>Managing Online Information</b>	<ul style="list-style-type: none"><li>• I can talk about how to use the internet as a way of finding information online.</li><li>• I can identify devices I could use to access information on the internet.</li></ul>

	<ul style="list-style-type: none"> <li>• I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching).</li> <li>• I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.</li> <li>• I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</li> </ul>
<b>Health, Wellbeing and Lifestyle</b>	<ul style="list-style-type: none"> <li>• I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</li> <li>• I can give some simple examples.</li> <li>• I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</li> <li>• I can give examples of some of these rules.</li> </ul>
<b>Privacy and Security</b>	<ul style="list-style-type: none"> <li>• I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</li> <li>• I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</li> <li>• I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</li> <li>• I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</li> <li>• I can explain that passwords are used to protect information, accounts and devices.</li> </ul>
<b>Copyright and Ownership</b>	<ul style="list-style-type: none"> <li>• I know that the work I create belongs to me.</li> <li>• I can name my work so that others know it belongs to me.</li> <li>• I can explain why work I create using technology belongs to me.</li> <li>• I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</li> <li>• I can save my work so that others know it belongs to me (e.g. filename, name on content).</li> <li>• I understand that work created by others does not belong to me even if I save a copy.</li> </ul>