Reception

MAPPING THE SKILLS ACROSS THE CURRICULUM
ELEMENT
Identity, image and reputation

With increasing independence learners are able to:

- recognise that actions have consequences and identify simple rules to keep them safe (offline and online), *e.g. classroom rules/charters should incorporate digital and non-digital rules*

- recognise that data can be shared online, *e.g. with adult support, find images of themselves and others for instance on the school website/school social media page, etc.*

ACTIVITIES
At the beginning of the year have circle time to decide classroom rules, incorporate digital rules as well as non-digital rules.

Have a range of rules (offline and online). Adults to work with children to sort the rules into offline rules and online rules.

Link to role-play. Have children to act out a series of different scenarios linked to rules discussed in circle time. These could be recorded and turned into QR codes for evidence and for displays.

Children to take selfies and then use these to produce self portraits on paper. Self portraits and selfies to be displayed in the classroom. Adult to upload pictures of the display on to the school website/Twitter. Children to be challenged to find their picture. This could also be linked to MD where the children are given a table with their friends pictures on and they tick their friends picture when they find them.
ELEMENT
Health and well-being

With increasing independence learners are able to:

talk about everyday use of devices and digital media, e.g. identify a range of media and digital devices from familiar experiences. Make simple observations about their uses.

ACTIVITIES
During circle time discuss how the children have seen devices used by teachers in school and trips out to the supermarket or library.
ELEMENT
Digital rights, licensing and ownership

With increasing independence learners are able to:

- add their name to digital work, *e.g.* type their first name on a keyboard
- find the name of the author on digital work.

ACTIVITIES
This skill (adding their name to digital work) can be applied to any activity that the children complete digitally.

Show children Key Stage Two children's blog via J2E on Hwb. Challenge the children to find the author of the blog. This could just be using initial sounds or exploring their full name.
ELEMENT
Online behaviour and cyberbullying

With increasing independence learners are able to:

explain how people can connect with others online, e.g. identify forms of communication (including digital)

ACTIVITIES

Have a circle time discussion with the children about how they connect online, have some picture prompts/real life objects e.g. iPads, laptops, smartphones. Children to choose a picture/object and talk about how they use it to connect with others online e.g. Facetime, Skype, messenger.

Children to make a pictogram about how their friends connect online e.g. have the options Facetime, e-mail, messenger and Skype and their friends complete which one they use. They can then collate the information collected using J2E pictogram via Hwb.

Children could make a Pic Collage about how they can connect with people online, this could be used as a display in the school. Children should be encouraged to use their sounds to label the pictures they have used.
ELEMENT
Online behaviour and cyberbullying

With increasing independence learners are able to:

use appropriate words and feelings, e.g. discuss words and feelings that could upset people – link to offline personal and social education (PSE) and well-being work.

ACTIVITIES

Have a circle time with the children about the different words we use. Think about which words we use make our friends feel happy/sad. These words could then be written down by the children and displayed.

Use the words that the children thought of during the circle time discussion as a stimulus for a music session. Have a range of instruments and the words in a bag. Children to choose a word and pick an instrument and play it to reflect that word. Take photos for evidence and save into folders.

Prepare a range of emoji flashcards with different emotions. Children to select a flashcard and say what the emotion represents in Welsh. Link to those words which can upset people online.
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<tbody>
<tr>
<td></td>
<td>1. Understand that different technology is used for different purposes</td>
<td>They use ICT to move objects around a screen for a defined purpose (L1) They are aware of ICT in their world (L1)</td>
<td>Strand: Interacting &amp; Collaborating Element: Communication (Reception)</td>
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<tr>
<td></td>
<td>2. Consolidate, apply and experiment with basic navigational skills</td>
<td></td>
<td>Talk about different forms of online communication e.g. email, messaging, video call and their uses.</td>
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<td></td>
<td>3. Learn how technology can be used to communicate across distances.</td>
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**Teacher’s Notes:**
ELEMENT
Communication

With increasing independence learners are able to:

talk about different forms of online communication, e.g. e-mail, messaging, video call and their uses.

ACTIVITIES

Have a circle time discussion - prepare a range of objects/pictures for children to discuss regarding the different forms of online communication. Find out how the children communicate online and talk about this.

Children to use Facetime/Skype to communicate with different classes within the school/other schools. This activity can be applied to many areas of the curriculum.
Interacting and collaborating
Reception

ELEMENT
Collaboration

With increasing independence learners are able to:

collaborate with a partner on a piece of digital work.

ACTIVITIES

Children to work in pairs to create a collage of images from around the class using Pic Collage app for example, they should each take images and put their names on the finished piece of work.
**ELEMENT**

**Storing and sharing**

With increasing independence learners are able to:

- save work by clicking an icon and understand that the work can be retrieved.

**ACTIVITIES**

Saving work can be applied across the curriculum. Children need to be shown the ‘Save’ icon on J2E via hwb or on the app 2CAS etc. When children have saved their work (make sure you talk to the children about using their name to save etc.) show them how they would retrieve their work.
## Multimedia

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<tr>
<th>Reception 1 - Make me an author!</th>
<th>Expected Outcomes</th>
<th>ICT Curriculum</th>
<th>Digital Competence Framework</th>
</tr>
</thead>
</table>
|                                  | 1. Demonstrate how to record sound | Pupils consider, create and communicate information and ideas in different forms using text, images, pictures and sound. (L2) | **Strand: Producing  Element: Creating**  
With increasing independence learners are able to:  
Select appropriate software from a limited range to create multimedia components; create and explore the use of text, image, sound, animation and video. |
|                                  | 2. Create a picture using a specified software package | | |
|                                  | 3. Combine sound and images to create an ‘e-book’ | | |

**Teacher's Notes:**

- N.B. The multimedia strand of Computing Unlocked is essentially a cross curricular set of modules aimed at teaching the relevant skills contextually. All of the modules can be delivered as a lesson within your current theme/topic as all of them demand the use of content to facilitate the teaching of the skills.
<table>
<thead>
<tr>
<th>Reception 2 - Scavenger hunt!</th>
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</table>
|                               | 1. To develop more advanced camera skills in order to take effective photos/video footage 2. Use a digital device to create digital posters with a collage effect. | Pupils consider, create and communicate information and ideas in different forms using text, images, pictures and sound. (L2) | **Strand: Producing Element: Planning, sourcing searching**  
With increasing independence learners are able to:  
Identify a success criterion in response to questions, e.g. success criteria may include ensuring the subject is in the middle of the image when taking a photograph  
Find information with a variety of sources, e.g. suggest technology as a source of information and explore familiar image/symbol-based websites or apps. |

Teacher’s Notes: Select appropriate software from a limited range to create multimedia components; create and explore the use of text, image, sound, animation and video.
ELEMENT
Planning, sourcing and searching

With increasing independence learners are able to:

identify a success criterion in response to questions, *e.g. success criteria may include ensuring the subject is in the middle of the image when taking a photograph*

find information with a variety of sources, *e.g. suggest technology as a source of information and explore familiar image/symbol-based websites or apps.*

ACTIVITIES

This can be applied across the curriculum. For example: in a KUW session about bugs, a Geography lesson about the local area, a CD lesson when taking a photograph of a finished product. Before taking the photo a class discussion could be had *e.g. ‘How will we be really good at taking a photo of ...?’* Success Criteria could be listed on the board and children could refer to it.

This could be applied to a range of areas of the curriculum. For example, at the start of a topic the children suggest what they would like to find out about during the topic and use suitable websites/apps to begin to source this information.
ELEMENT
Creating

With increasing independence learners are able to:

select appropriate software from a limited range to create multimedia components; create and explore the use of text, image, sound, animation and video.

ACTIVITIES

Children could use the app Pic Collage for example to produce a poster about what they already know about a particular topic or what they have found out during a topic.

Children can create a short animation by selecting from a range of given animation apps this can be linked to their current Welsh topic. This could be a conversation/role play scenario.

Children to use appropriate software to film a sequence in PE.

Children could use a range of apps such as Pic Collage, Book Creator etc. to produce work on their current KUW topic or other current topics.
ELEMENT
Evaluating and improving

With increasing independence learners are able to:

comment on work in relation to a single success criterion, *e.g. add comments using recording feature in software.*

ACTIVITIES

Children to use the app Explain Everything to comment on a piece of work that they have created using a voice over.

Children to use Book Creator to comment on a piece of work that they have produced for example; *Writing a sentence* etc. They could comment on the success criteria that was produced *e.g. 'I used a finger space'. 
### Expected Outcomes

**Reception - Brilliant Bee bots**

1. Use Bee-bots to carry out a basic programming task
2. Further develop their understanding of the relationship between inputs and outputs

### ICT Curriculum

They explore the effects of making changes in models or simulations (L2)

### Digital Competence Framework

**Strand: Data & Computational Thinking**

**Element: Problem Solving & Modelling (Reception)**

With increasing independence learners are able to:
- control devices by giving them instructions
- listen to and follow a sequence of instructions from others
- create verbal instructions
- attempt alternative approaches to achieve a goal.

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**Teacher’s Notes:**

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**Problem solving and modelling**

With increasing independence learners are able to:

- control devices by giving them instructions
- listen to and follow a sequence of instructions from others
- create verbal instructions
- attempt alternative approaches to achieve a goal.

**Data and computational thinking**

**Reception**

**ACTIVITIES**

Incorporate Bee-bots into LLC lessons e.g. Have a Bee-bot mat with CVC words on and the children have to direct the Bee-bot to a certain place on the mat and sound out the CVC word to read it.

Incorporate Bee-bots into LLC lessons e.g. Have a Bee-bot mat with letters on and the children have to direct the Beebot to a certain place on the mat and form that letter in glitter, foam, on paper etc.

Incorporate Bee-bots into MD lessons e.g. Have a Bee-bot mat with 2d shapes on and the children have to direct the Bee-bot to a certain place on the mat and name the shape.

Incorporate Bee-bots into MD lessons e.g. Have a Bee-bot mat with numbers on and the children have to direct the Bee-bot to a certain place on the mat and recognise/read/form that number.

Children to create a set of verbal instructions for children to carry out in order to complete an obstacle course.

Linked to Oracy/PSED- Children to give their friends simple instructions about how to get changed for PE/brush their teeth.
<table>
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<th>Reception – Pictogram Perfect</th>
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<tr>
<td></td>
<td>1. Add information to a pictogram &amp; discuss findings.</td>
<td>Pupils explore, with support, different types of information held on ICT systems. (L1) They use ICT to move objects on-screen for a defined purpose and use words and pictures to communicate ideas. (L1) Pupils enter information into a record with some assistance. (L2)</td>
<td>Strand: <em>Data &amp; Computational Thinking Element: Data and Information Literacy (Reception)</em> With increasing independence learners are able to: begin to interpret information/data by making direct comparisons, e.g. explain why one group/set is different to another set classify objects using one criterion create a simple pictogram using suitable software.</td>
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Teacher’s Notes:
ELEMENT
Data and information literacy

With increasing independence learners are able to:

begin to interpret information/data by making direct comparisons, *e.g. explain why one group/set is different to another set*

classify objects using one criterion
create a simple pictogram using suitable software.

ACTIVITIES

Children to interpret and discuss data produced on the J2E pictogram software. This can be linked to any topic/theme. *E.g. How many children liked Cawl? Welsh cakes? Bara Brith?*

Outdoor learning- Children to collect leaves/twigs etc. and sort into big and small. Children could then take a picture of what they have sorted.

This can easily be linked with a range of topics/themes *e.g. KUW- sorting bugs etc.*

This can be linked to a range of topics/themes *e.g. Create a pictogram on your friends favourite dinosaur etc.*