

# **Computing Scheme of Work - EYFS**

**Communication and Language**

**ELG: Listening, Attention and Understanding**

# Communication and Language



## Early Learning Goal:

### Listening, Attention and Understanding

Children at the expected level of development will:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

## Resources

[Simple City](#)

(Mini Mash & Purple Mash)



## Lesson ideas

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. The second shows how the children have created their own environment to support the topic.

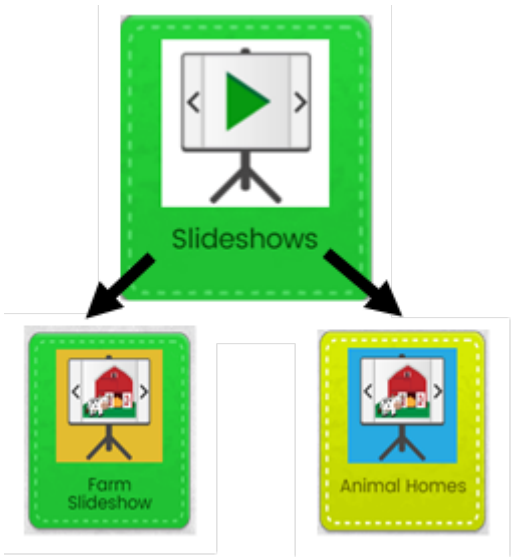
This is great way to introduce some of the topics like the garden centre and to be able to stop and start the image slideshow, talking about what is happening in the image and what the people in the images are doing.

**Lesson ideas: -**

- The children can copy what is happening in the slideshow.
- Discussion about the slideshows, how do you think the children have created their own vet's role play area or garden centre?

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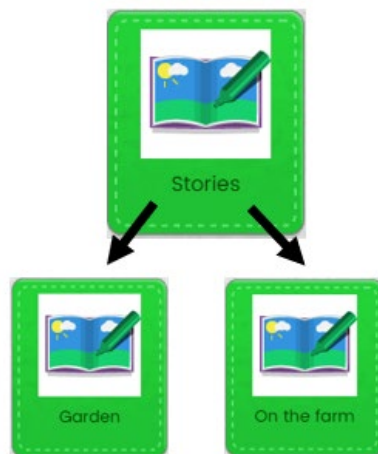
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<p>The Farm The Café The Doctors The Vets The Zoo The Garden Centre The Builders</p>	<ul style="list-style-type: none"> <li>• Could we make our own garden centre in our classroom?</li> <li>• What would we need?</li> <li>• How would we do it?</li> </ul> <p>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>
<p><b>Slideshows</b> (Mini Mash)</p> 	<p>Within Mini Mash there are many different topic pins which the teacher can select and make available for the children to use.</p> <p>Topic pins contain slideshows or stories to help introduce the topic e.g. farm slideshows. Each slideshow is a series of pictures to support discussion and language development.</p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Recall any stories, they might remember linked to the topic e.g. The Three Billy Goats Gruff (farm animals).</li> <li>• Find out what the children already know about the topic.</li> <li>• Use the images to introduce the children to things they might not have experienced before e.g. cows being milked.</li> <li>• Go through the images in the slideshows and talk about what they can see in the picture, what do they know about what is happening in the picture.</li> <li>• Use the images to help to develop the role play area. Let the children decide what they will need to set up their own farm etc.</li> <li>• Use the images as a stimulus for mark making and writing.</li> <li>• Use the images to create ideas for painting, den making, construction etc.</li> </ul>

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### Topic Stories (Mini Mash)



As well as slideshows, many of the topic pins contain topic stories made using [2Create a Story](#) which can also be used to introduce a topic with simple sentences and pictures which can promote class discussions.

#### Lesson ideas: -

- Open up the story and first look at the front cover picture – ask the children if they can tell what the story might be about.
- With the sound on, children can hear the sentences read to them. Without the sound, children can sound out and decode the words.
- Use the images to introduce key vocabulary and key questions around the topic.
- Children could think about their own sentence which might go with the picture in the story.
- Children could then go on to create their own stories based on their topic using [2Create a Story](#), with the opportunity to voice record their own simple sentences.
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### [2Create A Story](#) (Mini Mash & Purple Mash)




[2Create A Story](#) provides an opportunity for story writing through the use of multimedia tools. The children can add clip art and their own images, their own voice recording and their own musical sounds, as well as adding movement to their picture and finally playing their pages like a book and listening to all the sounds added.

#### Lesson ideas: -

- The teacher can create their own storybook to play back and listen to with the children. This could be linked to a story the children have already read but with different characters and plot.
- The teacher and the children to make a class story together.
- The children can create their own stories using the record tool to record their own voice.
- Play back the children's stories for all the children to listen to. Can the children recognise each other voices?

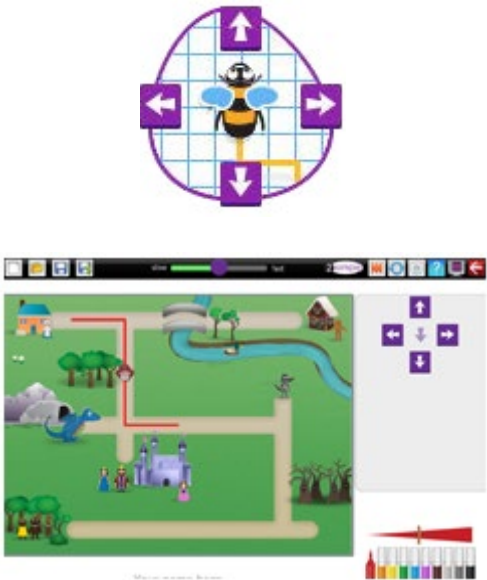
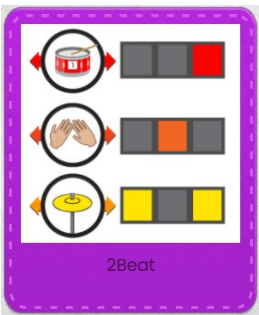
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	<ul style="list-style-type: none"> <li>In Mini Mash, make a tray with all the storybooks that the children have created. Give children the opportunity to go to the storybook tray to read thought the stories and to talk to each other about the stories they have made.</li> </ul>
<p><a href="#">Mashcams</a> (Purple Mash and Mini Mash)</p> 	<p>Mashcams allow children to role play a wide variety of different roles and characters, with space to input their picture and write or record their voice.</p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>Use the recording tool in the Mashcam to record the child's voice.</li> <li>Let the children listen to the recording and talk about what it would really be like to be the character e.g. astronaut.</li> <li>Think about what the person might sound like with his big space helmet on. Would they sound the same? How do you think they might sound? Can you make your voice sound like that?</li> <li>Let the children participate in role play activities being the character. Encourage the children to change the way they talk and move depending on the character they have chosen.</li> <li>Use Mashcams to provide a stimulus for story writing. <ul style="list-style-type: none"> <li>- What is your character's name?</li> <li>- What does your character do?</li> <li>- Where does your character live?</li> </ul> </li> <li>Use the character to create your story in <a href="#">2Create A Story</a>.</li> </ul>
<p><a href="#">2Go</a> (Purple Mash)</p>	<p>2Go gives the children an opportunity to explore using directional language and following and creating instructions.</p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>Make your own story using 2Go as the facilitator.</li> <li>Work with all the children together or in a small group.</li> </ul>


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	<ul style="list-style-type: none"> <li>• Choose a background e.g. the fairy tale background and the simple direction tools.</li> <li>• Show the children how they can make the object move around and what the direction tools do.</li> <li>• Talk to the children about where they want the character to move to and how it is going to get there.</li> <li>• Give the character one instruction at a time and see what happens.</li> <li>• Ask the children what they think will happen when you press one of the direction keys.</li> <li>• Did the character move the way we wanted it to?</li> <li>• Where shall we make it go to next?</li> <li>• What do we need to do to make it go that way?</li> <li>• Try different activities using different characters and backgrounds encourage the children to choose the directions for the characters.</li> <li>• Give the children the opportunity to talk about what they had to do to make the character move in different ways.</li> </ul>
<p><b>2Beat</b> (Purple Mash and Mini Mash)</p> 	<p>2Beat allows children to experiment with beats and rhythms.</p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Let the children experiment with the different instruments, listening to the different types of drums, symbols and other sounds they can choose.</li> <li>• Create some simple rhythms for the children to tap back or try to replicate.</li> <li>• Make some of the sounds loud and some of the sounds quiet and create discussion around questions such as the following: <ul style="list-style-type: none"> <li>- Which sound do you think should be the loudest?</li> <li>- Which sound should be the quietest?</li> <li>- What happens when we make them all loud?</li> <li>- What happens when we make them all quiet?</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>Ask children to make a beat or sound effect to go with a familiar story. Children can then listen to the beat created by other children and try and pick out the instruments or sound effects used.</li> </ul>
<p><b>2Explore</b> (Purple Mash and Mini Mash)</p> 	<p>2Explore allows children to experiment with different instrument sounds and create their own simple tune.</p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>Create a short piece of music for children to listen to. Ask them to think about how the music makes them feel, what sounds they can hear, and describe what it might remind them of.</li> <li>Children can choose from a selection of different instruments; listen to the different sounds the instruments make and describe what they sound like or what they remind them of.</li> <li>Ask the children if they can make a pattern using 2 sounds.</li> <li>Can they speed the pattern of sounds up or slow them down?</li> <li>Which sounds do they like best?</li> <li>Let the children create tunes to the stories they are reading or to go with a certain topic.</li> </ul>

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# **Computing Scheme of Work - EYFS**

**Communication and Language**

**ELG: Speaking**



# Communication and Language



## Early Learning

### Goal:

### Speaking

Children at the expected level of development will:

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Resources

[Mashcams](#)

(Purple Mash and Mini Mash)



## Lesson ideas

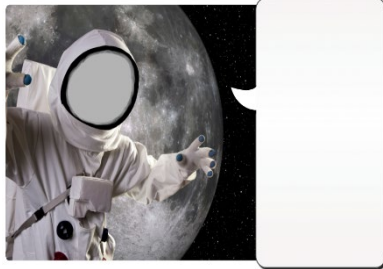
Mashcams can be used to create an imaginary role play situation for the child in which the child's face can be added by drawing it or adding a photograph. The child becomes the character.

### Lesson ideas: -

- 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.

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- Give the children a scenario to talk about.
  - What would it be like to...?
  - What would happen if....?

### 2Create A Story

(Mini Mash & Purple Mash)



Use the 'My Story' level in 2Create A Story to create resources for the children to use and talk about.

#### **Lesson ideas: -**

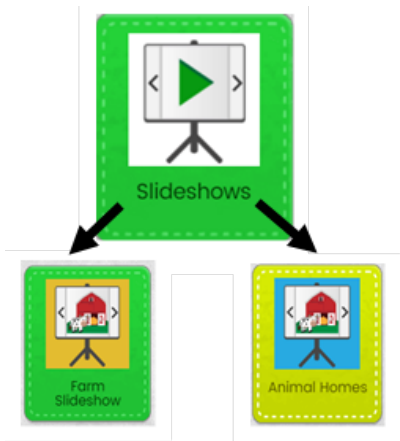
- Create a book about events which have taken place in the classroom or school or which may be based on a trip out to the farm etc.
- Use images you have taken to add to the pages and text appropriate for the children to read, using key words.
- Use the books as 'talking points' for the children.
  - Can you remember when?
  - What was happening in this picture?
  - Who is this a picture of? What were they doing?

It may also be helpful to create a book in preparation for an event, showing the children what they will be visiting and reminding them about the things they will be doing. e.g. a visit to the farm or the park.

- When will we be going?
- Can you remember what day we are going on?
- How will we get there?

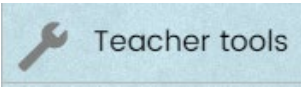


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	<ul style="list-style-type: none"> <li>• What will we see when we get there?</li> </ul> <p>Having the books available for the children to access on Purple Mash will provide an opportunity for them to access the resources anytime they want to and to talk about what they have done or are going to do.</p> <p><b>Make a display board of key books for the children to access</b></p>
<p><b>Topic Slideshows</b> (Mini Mash)</p>  <p>The diagram illustrates the structure of topic slideshows. At the top is a green square icon with a white play button and the word 'Slideshows' below it. Two black arrows point from this icon to two smaller icons below. The left icon is a green square with a yellow border, a red barn, and the text 'Farm Slideshow'. The right icon is a yellow square with a green border, a red barn, and the text 'Animal Homes'.</p>	<p>Within Mini Mash there are many different topic pins which the teacher can select and make available for the children to use.</p> <p>Topic pins contain slideshows or stories to help introduce the topic e.g. Farm slideshows. Each slideshow is a series of pictures to support discussion and language development.</p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Show children a slideshow and encourage them to discuss the pictures to a group or in a one-to-one discussion.</li> <li>• Encourage children to think of questions that they could ask about the slide shows.</li> <li>• Ask the children to think of a full sentence for each page of the slide show and allow other children to extend on their sentence.</li> </ul>
<p><b>Slideshow Creator</b> (Mini Mash)</p>	<p>As well as the ready-made slide shows, within the Teachers section of Mini Mash there is a slideshow creator for teachers to create resources for the children to be able to use.</p>

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 	<p>Creating simple slideshows of pictures is very quick and easy to do and text can be added if you want the children to pick out key words for reading.</p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• All the above lesson ideas for 2Create a story can be used for slideshows.</li> <li>• Create a tray on Mini mash with slideshows in which the children can access.</li> <li>• Making slideshows is also a quick way of making use of all the lovely photographs taken as evidence of classroom activities.</li> <li>• You could make a slideshow of activities taking place in the classroom each day, for one week.</li> <li>• You could label the slideshows the days of the week and talk to the children about what has happened in their classroom during that week, showing all the different activities and events.</li> </ul>
<p><u><a href="#">Simple City</a></u> (Mini Mash &amp; Purple Mash)</p> 	<p>Simple City consists of nine different themes/topics. Each topic has slideshows about the topic to talk about with the children.</p> <p>Each topic also has simple drag and drop activities which give the children the opportunity to create an environment e.g. A garden (for the garden centre theme).</p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• The activity provides a great opportunity to talk to the children about the scene that they are creating. <ul style="list-style-type: none"> <li>- What object will they use?</li> <li>- Where are they going to place the objects and why?</li> <li>- What happens when they select some of the objects? (They are animated)</li> </ul> </li> <li>• Relate this to real life, probing the children to think about their own experiences of these places. <ul style="list-style-type: none"> <li>- Have the children ever visited a garden centre?</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"><li>- What do they do there?</li><li>- When did they go?</li><li>- What did they see happening?</li><li>• If possible, plan a visit to one of these places, e.g. the garden centre, farm, zoo. This will provide opportunities for the children to talk about what they might see there and what they might do.</li></ul>
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# **Computing Scheme of Work - EYFS**

**Expressive Arts and Design**

**ELG: Creating with Materials**

# Expressive Arts and Design



## Early Learning Goal:


### Creating with Materials

Children at the expected level of development will:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Make use of props and materials when role playing characters in narratives and stories.

Resources	Lesson ideas
<p><a href="#">2Design and Make</a> (Purple Mash)</p> 	<p>Let the children explore and create 3D models.</p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"><li>• Give the children the opportunity to explore using 2DAM, seeing their 3D model on screen before they create their own ideas.</li><li>• What happens when the children move the hot spots (grey circles) on the models?</li><li>• How far can they drag the hot spots to change the shape of the model they are creating?</li><li>• Create a class train, let the children design and create their own carriage for the train. The train could be used to carry lots of imaginary characters around the classroom.</li><li>• What colour will the carriage be?</li><li>• What shape will the carriage be?</li><li>• Who will their carriage be for i.e. a tall carriage might have all the giants from the stories inside!</li><li>• Can you build a house for a Gruffalo? What size of a house would he need? what would it look like?</li></ul>

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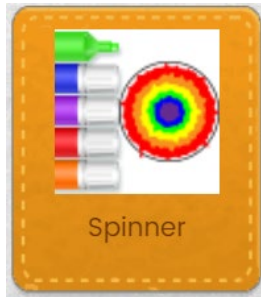
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	<ul style="list-style-type: none"> <li>• Can you make your model using other 'junk' materials?</li> <li>• Can you make you model using construction materials?</li> </ul>
<p><b><u>2 Paint a Picture</u></b>  <b>(Mini Mash and Purple Mash)</b></p> <div data-bbox="456 454 710 748" data-label="Image"> </div> <div data-bbox="450 901 714 1208" data-label="Image"> </div>	<p>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> <p><b>Simple</b>  <b>Slice</b>  <b>Spinner</b>  <b>Wet Paint</b>  <b>Swirly</b></p> <p>Use the above painting tools to and think about how which tool you would use to create different pictures and patterns.</p> <p><b>Lesson ideas:-</b>  <b>Wet Paint</b></p> <ul style="list-style-type: none"> <li>• Let the children explore changing the level of water to add to the paint. What happens when you add more/less water.</li> <li>• Can you mix different colours of paint together, try letting the paint drip and run together to make different patterns and colours.</li> <li>• Can you do the same thing with ordinary paint and water?</li> <li>• What kind of pictures could you paint with the wet paint tool?</li> <li>• Change the size of the brush to make thick and thin lines add as much water as you can, what happens to the paint?</li> <li>• Can you try the same using paint and paper?</li> </ul> <p><b>Slice</b></p> <ul style="list-style-type: none"> <li>• Create your pattern on the page, move the slicing tool to create a bigger section.  Add more to the pattern, what happens to the pattern on the page?  Make your slice smaller and add a pattern, what happens to the pattern?</li> </ul>

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- Make a pattern using thick and thin lines, change the size of your pen.
- Make a pattern using small spots, use lots of different colours.
- Make a pattern using large spots how is it different to the small spots pattern?
- What kind of patterns can the children see around them in the classroom and outside?

#### Spinner

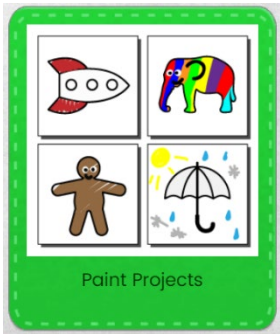
- Use the spinning tool to create patterns using and mixing different colours.
- What happens when you make the plate spin fast?
- What happens when you add the paint to a slow spinning plate?
- What happens when you change the thickness of the paint brush and make it thicker and thinner?
- Can you make a pattern using warm colours?
- Can you make a pattern using cold colours?
- Print out the patterns the children create and use them to create the body of a long hungry caterpillar winding its way around the classroom walls.

#### Swirly

- Create pattern with circles. Change the size of the circles.
- Can you make a pattern using only one colour but find different shades of the colour to create the pattern with?
- Can you draw a picture made out of circles? Can you draw a face? A flower garden?
- What can you create?
- Can you see anything around you with swirly patterns?
- Look for patterns around you and outside which have circles in them.
- Paint water patterns outside with big swirly patterns in them.
- Make painting patterns with swirly patterns in them.

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	<ul style="list-style-type: none"> <li>Can you use rope or string to make big swirly circles like the ones you have made in your patterns?</li> </ul> <p>Children could save and import their pictures into a <a href="#">2Create A Story</a> as a way to display their creations. They could then record themselves talking about their picture, explaining the processes they have used.</p>
<p><b>Paint Projects</b> (Mini Mash &amp; Purple Mash)</p> <p>Mini Mash Paint Project categories:</p> <p><a href="#">Animals</a></p> <p><a href="#">Size &amp; Shape</a></p> <p><a href="#">Transport</a></p> <p><a href="#">Food &amp; Drink</a></p> <p><a href="#">Nature</a></p> <p><a href="#">People</a></p> <p><a href="#">Celebrations</a></p> <p><a href="#">Clothes</a></p> <p><a href="#">Fantasy &amp; Fairy Tales</a></p> <p><a href="#">At Home</a></p>	 <p><b>Lesson ideas: -</b></p> <p>Use the various paint brushes in the paint projects to paint with textures.</p> <ul style="list-style-type: none"> <li>- Create lunch, paint the beans onto the jacket potato.</li> <li>- Choose textured pens to create the gingerbread man.</li> <li>- Add sweets to the gingerbread house.</li> <li>- Create and design your birthday cake.</li> <li>- Create a garden scene.</li> <li>- Make a bubbly milkshake.</li> <li>- Create your own robot.</li> </ul> <ul style="list-style-type: none"> <li>Talk to the children about the different textured pens they have chosen.</li> <li>Which do they like the most?</li> <li>Think about what some of the textures would really feel like to paint with.</li> <li>Could you paint with baked beans?</li> <li>Could you paint with sweets?</li> <li>What would happen if you painted with milkshake?</li> <li>Collect some object with different textures, what do they feel like?</li> <li>Can you find things around you which are soft, rough, smooth, sticky, fluffy, gritty, etc.</li> </ul>
<p><b>2Beat</b> (Mini Mash &amp; Purple Mash)</p>	<p><b>Lesson ideas: -</b></p> <p>Use 2Beat to explore making different sounds with different instruments. Try the different instruments, what do they sound like?</p>

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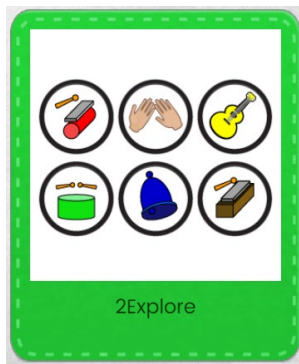
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- Listen to the different instruments and make a choice of what you are going to use.
- Create your tune by clicking on the boxes next to the instruments you have chosen.
- Play back what you have created so far.
- Try changing the tune by changing 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?

## 2Explore

(Mini Mash & Purple Mash)



Use 2 Explore to listen to all the different instruments, drums, chimes, bells etc.

### **Lesson ideas: -**

- Let the children explore all the different sounds in 2Beat.
- Ask the children to record the sounds that they have chosen.
- What does their selection of instruments sound like when they play the back?
- Which selection of instruments do the children prefer?
- Can they make their tune go faster or slow it down?
- Can they loop the recorded tune to make it play continuously?
- Can you dance to the tune you have made?
- What kind of a dance can you do to your tune?
- Let the children use 2Explore on the interactive whiteboard and explore making music and sounds in small groups. Save what the children have created onto a display board and let them play each other's creations.

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# **Computing Scheme of Work - EYFS**

**Expressive Arts and Design**

**ELG: Being Imaginative and Expressive**

# Expressive Arts and Design



## Early Learning

### Goal:

### Being Imaginative and Expressive

Children at the expected level of development will:

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

## Resources

[2Create A Story](#)

(Mini Mash & Purple Mash)



## Lesson ideas

2 Create A Story provides an opportunity for story writing through, the use of, multimedia tools.

The children can add clip art and their own images, their own voice recording and their own musical sounds, as well as adding movement to their picture and finally playing their pages like a book and listening to all the sounds added.

Let the children explore all the elements of the app individually before starting to put the elements together.



Explore recording sounds with the picture, explore adding animation to the picture and explore how to run the page to see what happens to all the elements you have added.

### Lesson ideas: -

- The teacher to create their own storybook to play back and listen to with the children. This could be linked to a story the children have already read but with different characters and plot.
- The teacher and the children to make a class story together.

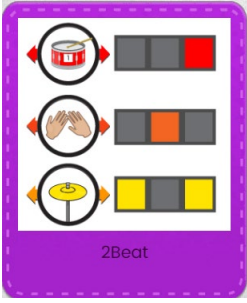
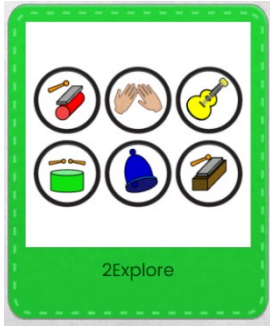
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	<ul style="list-style-type: none"> <li>• The children to create their own stories using the record tool to record their own voice.</li> <li>• Play back the children's stories for all the children to listen to, can the children recognise each other voices?</li> <li>• In Mini Mash, make a tray with all the storybooks in which the children have created. Let the children have the opportunity, to go to the storybook tray to read though the stories and to talk to each other about the stories they have made.</li> </ul>
<p><a href="#">Mashcams</a> (Mini Mash &amp; Purple Mash)</p> <div data-bbox="416 643 674 959">  </div> <div data-bbox="349 1027 730 1299">  </div>	<p>Let the children become the character they want to be by using their own photograph as the face of the character. Many of the character are linked to themes or topics which could be developed through role play activities e.g. People who help us, pirates, zookeeper etc.</p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Use the Mashcam characters to support role play activities which the children may be engaged in.</li> <li>• Let the children choose which character they would like to be.</li> <li>• What do the children think it would be like to be that character?</li> <li>• Let the children take on the role of the character in the role play area.</li> <li>• Let them take photograph of each other in role play.</li> <li>• Let them upload their face into the Mashcam.</li> <li>• Use the record button within the Mashcam to record the children acting out the character.</li> <li>• What will your character sound like? Can you make the sound of the voice that your character might use?</li> <li>• Print off a blank picture of the Mashcam, laminate it, use it as a wipe board to let the children draw their own face in the picture and reuse by wiping clean.</li> </ul>

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<p><b><u>2Beat</u></b> (Mini Mash &amp; Purple Mash)</p> 	<p>Use 2Beat to explore making different sounds with different instruments. Try the different instruments, what do they sound like?</p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Listen to the different instruments and make a choice of what you are going to use.</li> <li>• Create your tune by clicking on the boxes next to the instruments you have chosen.</li> <li>• Play back what you have created so far.</li> <li>• Try changing the tune by changing the number of boxes you select.</li> <li>• Change the instruments.</li> <li>• Play the tune fast play it slow. Which do you prefer?</li> <li>• Make the tune longer by adding more beats.</li> <li>• Can you make a tune which sounds like people running fast?</li> <li>• Can you make a happy, playful tune?</li> <li>• Can you make a sad slow tune?</li> <li>• Play your tunes for your friends, what do they think?</li> </ul>
<p><b><u>2Explore</u></b> (Mini Mash &amp; Purple Mash)</p> 	<p>Use 2 Explore to listen to all the different instruments, drums, chimes, bells etc.</p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Let the children explore all the different sounds in 2Beat.</li> <li>• Ask the children to record the sounds that they have chosen.</li> <li>• What does their selection of instruments sound like when they play the back?</li> <li>• Can they make their tune go faster or slow it down?</li> <li>• Do the sounds they have chosen, make them feel happy or sad?</li> <li>• Let the children use 2Explore on the interactive whiteboard and explore making music and sounds in small groups.</li> <li>• Save what the children have created onto a display board and let them play each other's creations.</li> </ul>

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# **Computing Scheme of Work - EYFS**

**Literacy**

**ELG: Comprehension**



# Literacy



## Early Learning Goal:

### Comprehension

Children at the expected level of development will:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

## Resources

[Mashcams](#)

(Mini Mash and Purple Mash)



## Lesson ideas

Lesson ideas: -

- Use the Mashcam to create a character for the children.
- 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 the builder in the construction area, write in the speech bubble the activity you want the children to do.
- Can the children work together to read and find out what the builder wants them to build?

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## 2Create A Story

(Mini Mash and Purple Mash)



### Lesson ideas: -

- Create your own class story book.
- Create a story starter in 2 Create a Story work with the children to continue the story using vocabulary they are familiar with and encouraging the children to extend and develop their own language.
- Let the children read the story back, leave the book on the interactive whiteboard for them to read to each other.
- Can the children find the new words that they added to the story?
- Can the children read the new words that they added to the story?

## **Fairy Tale Slideshows:**

(Mini Mash)



## Fairy Tale Stories

Fairy Tale – The Gingerbread Man

Fairy Tale – Little Red Riding Hood

Fairy Tale – Elves and the Shoemaker

Fairy Tale – Tortoise and the Hare

### Lesson ideas: -

- As a class, look through the slideshows of pictures from these familiar stories.
- Ask children what is happening in each picture? What do you think might happen next?
- Ask children to retell and finish the stories in their own words using the pictures as prompts.
- Make note and encourage use of the key vocabulary around each story.
- The paint projects within the Fairy Tales Pin could also be used to aid discussions and retelling of the story.

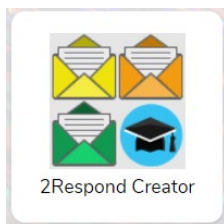
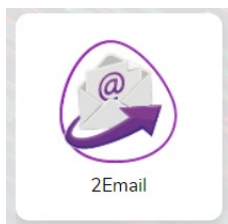
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## 2Email

### 2 Respond

(Purple Mash)



### Lesson ideas: -

- Write an email and send it to your class using 2Email.
- Read the email together with the class.
- The email might be inviting the children to visit a farm (or other class visit you have organised).
- Let the children read the email with you and help you to send the reply.
- Use the 2Respond activities in 2Email to give the children the opportunity to respond to a character. This could also be done as a class activity.
- Select Barnaby Bear and read the email he sends to you. He will ask you to carry out some activities and he will email you back. This is a lovely way for the children to see and respond to email whilst reading the content and composing a reply.
- As the children become more confident readers they could read and reply to the email themselves.
- Try creating your own 2Respond email for the children to read and respond to. You can then decide on the level of the text for them to read and content of the email.
- Choose a character from a story the children are familiar with e.g. the Gruffalo and send an email from a character that the children can respond to.

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# **Computing Scheme of Work - EYFS**

**Literacy**

**ELG: Word Reading**

# Literacy



## Early Learning Goal:


### Word Reading

Children at the expected level of development will:

Say a sound for each letter in the alphabet and at least 10 digraphs.


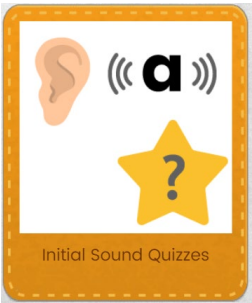
Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Resources	Lesson ideas
<p><a href="#">Mashcams</a> (Mini Mash and Purple Mash)</p> 	<p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Use the Mashcam to create a character for the children.</li> <li>• Add some simple sentences to the character's speech bubble for the children to read.</li> <li>• What is the character saying?</li> <li>• Make a list of things that the character wants the children to do, can the children read the list and follow the instructions?</li> <li>• Introduce new words to the instructions.</li> <li>• Use characters that are part of a class topic e.g. People, who help us.</li> <li>• 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 the builder in the construction area, write in the speech bubble the activity you want the children to do.</li> <li>• Can the children work together to read and find out what the builder wants them to build?</li> </ul>
<p><a href="#">Alphabet Sound Slideshows</a> (Mini Mash)</p>	<p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Use the alphabet slideshows to introduce the children to the initial letter sounds.</li> </ul>

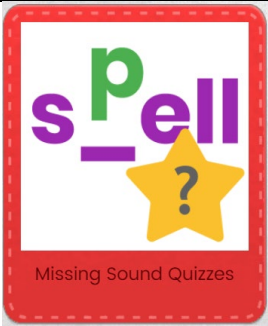

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	<ul style="list-style-type: none"> <li>There is a slideshow for each of the letters of the alphabet and each slideshow has several pictures and words, which start with the letter sound.</li> </ul> <p>Some of the words will be familiar to the children, other words will be new and children will need knowledge of phonics to help them to decode the word.</p> <ul style="list-style-type: none"> <li>Create your own slideshows by using the slideshow creator in the teacher's area.</li> </ul> <p>Creating your own slideshows is so simple to do but allows you to add images and text which are appropriate for the age and stage you are teaching and could be a great way to introduce new words for the children to read.</p>
<p><u><a href="#">Initial Sound Quizzes</a></u> (Mini Mash)</p> 	<p>Quizzes based around each letter of the alphabet where children have to choose the word with the correct initial sound.</p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>Use to cement children's understanding of certain sounds whilst developing their word recognition and problem-solving skills.</li> <li>After learning the different sounds, allow children to access the quizzes as a class, talking through the different words and reiterating the sound.</li> <li>Allow children access to the quizzes in continuous provision.</li> </ul>
<p><u><a href="#">Missing Sound Spelling Quizzes</a></u> (Mini Mash)</p>	<p>Topic based cloze quizzes where children need to select the correct sound that is missing from the word.</p> <p><b>Lesson ideas: -</b></p>

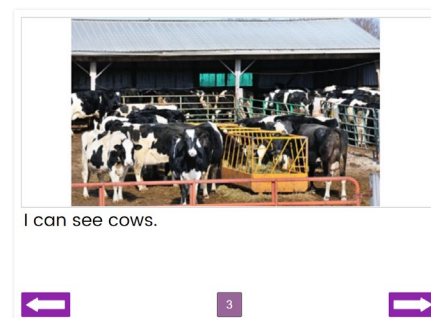
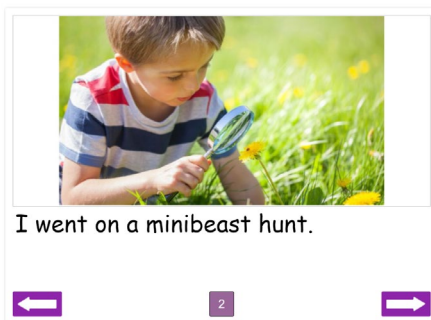
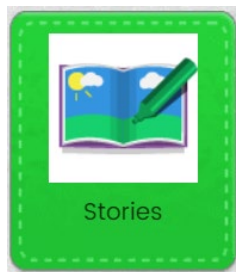
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 <p>Missing Sound Quizzes</p>	<ul style="list-style-type: none"> <li>Children can practise identifying a word based on the picture, sounding out a word and dragging in the missing sound. These sounds are sometimes initial sound, final sound or within the word.</li> <li>The quizzes cover a range of phonemes and some common digraphs including ee, sh and oo.</li> </ul>
<p><b>Phonics Resources</b> (Purple Mash &amp; Mini Mash)</p> <p><a href="#">Phase 2 Cloze Quizzes</a> <a href="#">Phase 3 Cloze Quizzes</a></p> <p><a href="#">Printable Flash Cards – Phase 2</a> <a href="#">Printable Flash Cards – Phase 3</a></p> 	<p>Cloze activities and flash cards to help teach and practise phase 2 &amp; 3 phonics.</p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>Cloze quizzes can be completed in order which matches the progression of phased phonics teaching. The quizzes include finding the missing sound in words, and also the creation of 2 syllable compound words.</li> <li>These can be accessed on iPads or the Interactive Whiteboard during continuous provision.</li> <li>Teachers can print off the flashcard to use to support the teaching of sounds.</li> <li>Leave a set of cards in the writing area in order to support children in their independent writing.</li> </ul>
<p><b>Topic Stories</b> (Mini Mash)</p>	<p>Found within individual topic pins.</p>

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Topic based picture stories with simple sentences for children to read. The stories contain phonetic words as well as some common exception words.

**Lesson ideas: -**

- Read and discuss the stories together as a class based around the topics below.
- Children can listen with the audio or turn the sound off on the device if you would like children to sound out the sentences themselves.

[Autumn](#)

[Dinosaurs](#)

[Fairy Tales](#)

[Farm](#)

[Feelings](#)

[Food](#)

[Garden](#)

[Minibeasts](#)

[Pets](#)

[Pirates](#)

[Seaside](#)

[Space](#)

[Spring](#)

[Superheroes](#)

[Toys](#)

[Transport](#)

[Under The Sea](#)

[Weather](#)

[Zoo](#)

This could be used as a basis for children to create their own topic stories.

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# **Computing Scheme of Work - EYFS**

**Literacy**

**ELG: Writing**

# Literacy



## Early Learning Goal:


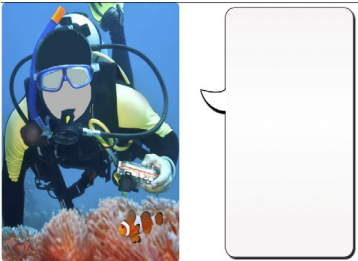
### Writing

Children at the expected level of development will:

Write recognisable letters, most of which are correctly formed.


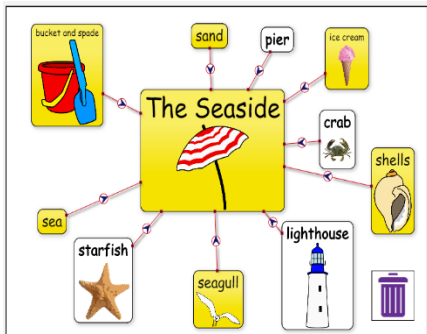
Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Resources	Lesson ideas
<p><a href="#">Mashcams</a> (Mini Mash &amp; Purple Mash)</p>  	<p>Lesson ideas: -</p> <ul style="list-style-type: none"> <li>• Use the Mashcam to write in the speech bubble.</li> <li>• For emergent writer's you can switch to a paintbrush to make marks in the speech bubble instead of using the text tool.</li> <li>• Choose a character to support the topic/theme e.g. under the sea.</li> <li>• Let the children explore through role play what it would be like to be a diver under the sea.</li> <li>• Use the speech bubble to write what the diver might be saying as they swim under the sea.</li> <li>• What are they looking for?</li> <li>• What can they see?</li> <li>• What does it feel like to be a diver?</li> <li>• Let the children add their own words to the speech bubble, which might be a list of all the things that they might see.</li> <li>• Give the children the opportunity to look at each other's work and to read and talk about the things they have written.</li> <li>• Choose some of the children's work to show on the interactive whiteboard.</li> <li>• Can the children read what is in the speech bubble?</li> </ul>

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	<ul style="list-style-type: none"> <li>As a class teacher, create your own Mashcam, can the children read what you have written?</li> </ul>
<p><b>2Connect</b> (Purple Mash)</p>  	<p>2Connect is a concept mapping app and is great for mapping ideas and planning stories.</p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>Use 2 connect to think about the story you have just read and to plan a class story that you are going to make as a class. You can write the class story book using 2 Create a Story.</li> <li>Use 2Connect to start a new topic/theme with the children.</li> <li>Gather together from the children all the things they might know about the topic.</li> <li>Use one colour to show all the things the children currently know about the topic.</li> <li>At the end of the topic use a different colour to show all the new things that the children have found out about the topic.</li> <li>Can the children read all the new words?</li> <li>Leave the 2Connect file on the interactive whiteboard, let the children use the words to copy from and write their own labels for the classroom/ role play area.</li> </ul>
<p><b>2Create A Story</b> (Mini Mash and Purple Mash)</p>	<p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>Use 2Create a Story to make a class story based on a story you are reading about, or a new story that you are going to write as a class.</li> <li>Change the story to be 'your' story. Change the characters/the ending, for example write your own version of the story of Little Red Riding Hood.</li> <li>As a teacher, make the story by adding some pictures and animation ready for the children to start to add the writing.</li> </ul>

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- Let the children compose the sentences and you type in the story as the children start to put the story together. You may want to use all the ideas from the planning that you did using 2Connect.
- Having put together a class story, let the children have the opportunity to use 2Create a story to make their own story book.
- Give the children time to explore the program first and maybe start by letting the children make the front cover of the book and writing a sentence which says what the story is going to be about.
- Depending on the children's ability to use the keyboard and time allowed, let the children put together their story with a sentence for each page.

### Writing Templates (Mini Mash)



On Mini Mash, there are selection of writing templates which are adapted for Early Writing:

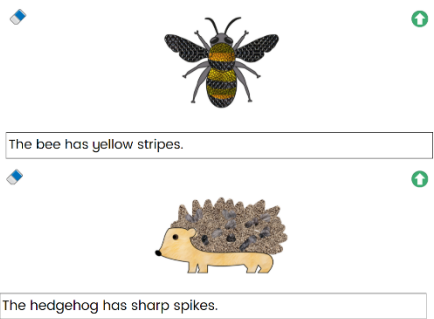
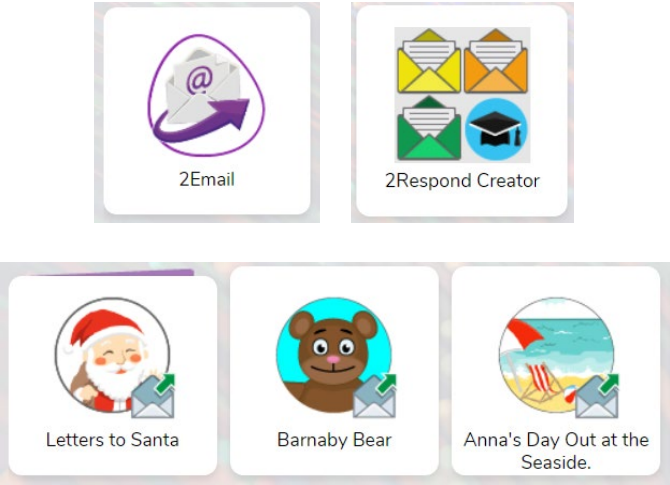
[All About](#)  
[Picture and Text](#)  
[Celebration Card](#)  
[Symmetry Picture and Writing](#)  
[Postcard](#)  
[List](#)

#### **Lesson ideas:-**

- Write a card to a friend to celebrate a birthday or other special occasion.
- Complete a paint project picture and save it, import into an All About or Picture and Text template and ask children to write some sentences about their picture.
- Use Picture and Text to write your own signs to put around the classroom, washing hands, keeping safe, storing resources etc.
- Write a postcard to a family member after a visit to the park, or when learning about the seaside.
- Write a shopping list of items needed to make a healthy snack.


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 <p>The bee has yellow stripes.</p> <p>The hedgehog has sharp spikes.</p>	<ul style="list-style-type: none"> <li>• Make a list of items or minibeasts that are seen on a nature walk.</li> <li>• The templates can be printed off and put on clipboards or laminated with board markers and placed in the writing or role play areas.</li> </ul> <p>There is a wide variety of other writing templates on Purple Mash in <a href="#">2Publish</a> and <a href="#">2Publish Plus</a> that you might find are appropriate for your children, such as a wanted poster, leaflet template, book cover etc.</p>
<p><b><a href="#">2Email</a></b>  <b><a href="#">2 Respond</a></b>  <b>(Purple Mash)</b></p>  <p>2Email</p> <p>2Respond Creator</p> <p>Letters to Santa</p> <p>Barnaby Bear</p> <p>Anna's Day Out at the Seaside.</p>	<p><b>Lesson ideas:-</b></p> <ul style="list-style-type: none"> <li>• Write an email and send it to your class using 2Email.</li> <li>• Read the email together with the class.</li> <li>• The email might be inviting the children to visit a farm (or other class visit you have organised).</li> <li>• Let the children read the email with you and help you to write the content to reply to the email.</li> <li>• Use the 2Respond activities in 2Email to give the children the opportunity to respond to a character. Initially the written response could be a whole class activity where the children compose the response as a class/group and the teacher types and sends the email.</li> <li>• Select Barnaby Bear and read the email he sends to you. He will ask you to carry out some activities and he will email you back. This is a lovely way for the children to see and respond to email whilst reading the content and composing a reply.</li> <li>• As the children become more confident readers and writers they could read and reply to the email themselves.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Try creating your own 2Respond email for the children to read and respond to. You can then decide on the level of the text for them to read and content of the email.</li> <li>• Choose a character from a story the children are familiar with e.g. the Gruffalo and send an email from a character that the children can respond to.</li> </ul>
<p><a href="#">2Handwrite</a> (Mini Mash and Purple Mash)</p> 	<p>Use 2Handwrite to demonstrate, record and play back letter formation, handwriting joins and spelling patterns. Works well with an Interactive Whiteboard or touchscreen.</p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Make the lines wider by clicking on the magnifying glass and demonstrate the formation of letters on 2Handwrite for children to replicate on paper or small whiteboards.</li> <li>• As well as letters, model simple handwriting patterns such as a wavy lines etc for children to experiment with.</li> <li>• Leave 2Handwrite open on the interactive whiteboard or on iPad for children to engage during continuous provision.</li> </ul>

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# **Computing Scheme of Work - EYFS**

**Mathematics**

**ELG: Number**

# Mathematics



## Early Learning Goal:

### Number

Children at the expected level of development will:

Have a deep understanding of number to 10, including the composition of each number.

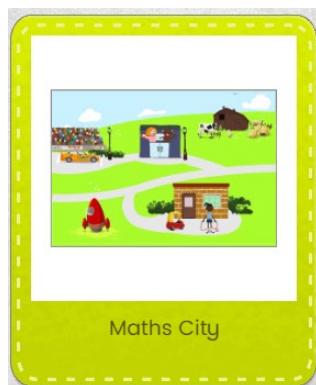
Subitise (recognise quantities without counting) up to 5.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

## Resources

[Maths City 1](#)

(Mini Mash and Purple Mash)



Sets the level of the activity

## Lesson ideas

Lesson Ideas: -

### Car Race

(Select this activity from the main Maths City 1 page).

Now choose the middle icon on the top row.

#### Level 1

- 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?

#### Level 2

- 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?

#### Level 3

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## Car Race



- 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?

**Now choose the middle icon on the bottom row. (Matching numbers 1-5)**

### Level 1

- Match the correct number on the car to the lane the car should be in, 1-5.
- Press the green, go, arrow key to see who comes first in the race.
- Which car came first?
- Is that the car that you chose?
- Give the medal to the winner.
- Which car number will you choose next time?

### Level 2 (Matching numbers 1-10)


- Match the correct number on the car to the lane the car should be in, 1-10
- Press the green, go, arrow key to see who comes first in the race.
- Which car came first?
- Is that the car that you chose?
- Give the medals to the first, second and third car to win.
- Which car number will you choose next time?

### Level 3 (Matching numbers 1-10)

- Match the correct number on the car to the lane the car should be in, 1-10
- Press the green, go, arrow key to see who comes first in the race.

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	<ul style="list-style-type: none"> <li>• Which car came first?</li> <li>• Is that the car that you chose?</li> <li>• Give the medals to the first, second and third, fourth and fifth car to win.</li> <li>• Which car number will you choose next time?</li> </ul>
<p>Toy Shop</p> 	<p><b><u>Toy Shop</u></b> (Select this activity from the main Maths City 1 page).</p> <p><b><u>Now choose the middle icon on the top row. (Counting and Matching)</u></b> There are three levels to this activity, choose the level by selecting the number 1,2 or 3 from the top left hand corner of the page.</p> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Find the correct object to match it to the shape of the object in each section of the mat.</li> <li>• How many toys can you count in each section?</li> <li>• How many toys are there altogether.</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Count the number of toys on each section of the mat and match the objects to the number.</li> <li>• How many can you count in each section.</li> <li>• How many more objects would you need in each section to make 5 objects altogether?</li> <li>• How many more objects would you need in each section to make 10 objects altogether?</li> </ul> <p><b>Level 3</b></p>

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	<ul style="list-style-type: none"> <li>• Make your own sets of toys.</li> <li>• Look at the numbers in each section on the mat, can you make your own set of toys to match the number on the mat?</li> <li>• Which section has the most number of toys? How many are there?</li> <li>• Which section has the least number of toys? How many are there?</li> </ul> <p><b><u>Now choose the third icon on the top row, (Making number pairs).</u></b></p> <p><b>Can you find the matching number pairs? You need to find a number and the correct number of objects to match the number e.g. number two and two ducks.</b></p> <ul style="list-style-type: none"> <li>• Click on two beanbags did you see any numbers?</li> <li>• Did you count any objects?</li> <li>• Try to find the numbers and remember where they are.</li> <li>• Try to find the objects and match them to the numbers.</li> </ul> <p><b><u>Now choose the last icon on the bottom row, (Going shopping.).</u></b></p> <p><b>There are three levels to this activity, choose the level by selecting the number 1,2 or 3 from the top left hand corner of the page.</b></p> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Make your own toy shop by adding 2 toys to each of the shelves and dragging a price label for the toy onto the toy. (1p -10p)</li> <li>• How much are you going to charge for the toy?</li> <li>• Are some of the toys going to be more expensive than others?</li> <li>• How much will the cheaper toys be?</li> <li>• How much will the expensive toys be?</li> </ul> <p>When each shelf has two toys, use the purple arrow which appear on the right of the screen to move on.</p> <p>Now select two toys to put in the basket and pay for them at the checkout.</p>
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	<p>Count the number of 1p coins which are needed to pay for the items in the basket.</p> <p>At the checkout, the items are paid for individually.</p> <p><b>Level 2</b></p> <p><b>The same activity as above but the children use 1p, 2p and 5p coins at the checkout.</b></p> <p><b>At the checkout, the items are paid for individually.</b></p> <ul style="list-style-type: none"> <li>• Can the children recognise the new coins?</li> <li>• Which coins will they need to make 3p?</li> <li>• Which coins will they need to make 4p</li> </ul> <p>Let the children have plenty of opportunities to use and handle money in their role play shop.</p> <p>Can they recognise the different coins, do the children know how many pennies each of the coins are worth?</p> <p><b>Level 3</b></p> <p><b>The same activity as above using 1p, 2p and 5p coins at the checkout.</b></p> <p><b>At the checkout, the items are added together and paid for.</b></p> <p><b>The children are introduced to a simple addition sum at the till, showing the two item prices and the cost of them added together.</b></p> <ul style="list-style-type: none"> <li>• Let the children try making their own addition sums using the prices on the toys they have set up in their own role play toy shop area.</li> <li>• Can they write the addition sum using numbers 1-10?</li> <li>• What other things could they sell in their shop? Can they make the same addition sums but using different objects?</li> </ul>
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### The Farm



### The Farm

(Select this activity from the main Maths City 1 page).

Now choose the middle icon on the top row.

#### Level 1

- Match the animals to the correct animal shape?
- How many animals can you see in the field?
- How many animals are there in each part of the field?
- Are the animals all different?
- How many animals are the same?
- Make your own small world farm area. Can the children make sets of different animals?

#### Level 2

- Match the animals to the correct animal shape?
- How many animals can you see in the field?
- How many animals are there in each part of the field?
- Are the animals all different?
- How many animals are the same?

#### Level 3

- Look at the numbers in the different parts of the field.
- Can the children recognise what the numbers are?
- Can the children put the right numbers of animals to match the number, in that part of the field?
- Will they choose all the same animals?
- How many of each of the animals did they choose?

Now choose the third icon on the top row. (Making number pairs).


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	<p><b>Can you find the matching number pairs? You need to find a number and the correct number of objects to match the number e.g. number two and two ducks.</b></p> <ul style="list-style-type: none"> <li>• Click on two haystacks did you see any numbers?</li> <li>• What numbers did you find?</li> <li>• Did you count any objects?</li> <li>• Which objects did you count?</li> <li>• Try to find the numbers and remember where they are.</li> <li>• Try to find the objects and match them to the numbers.</li> </ul> <p><b><u>Now choose the second icon on the bottom row, (Addition).</u></b></p> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• What number is the farmer holding?</li> <li>• Can you give the farmer the right number of animals by dragging them to the animal shapes?</li> <li>• When the farmer has the correct number of animals, click on the purple arrow to the right of the screen.</li> <li>• Can you put the animals into two pens?</li> <li>• Watch what happens to the addition sum as you start to put the animals in the pens.</li> <li>• You shouldn't have any animals left on the screen.</li> <li>• Try moving an animal from one pen to the next. What happens to the numbers on the pen?</li> <li>• What happens to the numbers in the sum if you move the animals?</li> <li>• Even if you move the animals around do they always add up to the same number?</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• What number is the farmer holding?</li> </ul>
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	<ul style="list-style-type: none"> <li>• Can you give the farmer the right number of the same animal?</li> <li>• You can choose which animals you give him but they must all be the same.</li> </ul>
<p>Space</p> 	<p><b><u>Space (Rocket)</u></b>  <b>(Select this activity from the main Maths City 1 page).</b>  <b><u>Now choose the middle icon on the top row.</u></b></p> <p><b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>• Can you match the rocket to the shape of the rocket on the screen?</li> <li>• Press the green, go arrow key.</li> <li>• Which rocket went the fastest? What was the number on the rocket?</li> <li>• Which rocket was the slowest? What was the number on the rocket?</li> <li>• Try the activity again, which rocket do you think will go the fastest? Why?</li> <li>• Were you right?</li> </ul> <p><b><u>Level 2</u></b></p> <ul style="list-style-type: none"> <li>• Add the rockets to the screen.</li> <li>• Choose which number of rocket you would like to be. Why did you choose that number?</li> <li>• Which rocket do you think will be the winner?</li> </ul> <p><b><u>Level 3</u></b></p> <ul style="list-style-type: none"> <li>• Add the rockets to the screen.</li> <li>• Choose the numbers between 1 and 10 to add to the rockets.</li> <li>• What happens when you press go?</li> <li>• Which rocket travelled the fastest?</li> </ul>

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### Outdoor Activities



### Outdoor Activities

(Select this activity from the main Maths City 1 page).

Now choose the middle icon on the top row.

- Create sets of objects using numbers 1-10.
- Add a number and an object to the playground and work with the children to complete the sets. (In the same way, you carried out the activity in the farm section).
- How many bikes will you add?
- Can you make a set of 4 flowers in pots?
- Can you put 5 guitars out ready for playing?

Now choose the third icon on the top row.

Can you find the matching number pairs? You need to find a number and the correct number of objects to match the number e.g. number two and two snails.

- Click on two flowers did you see any numbers?
- What numbers did you find?
- Did you count any objects?
- Which objects did you count?
- Try to find the numbers and remember where they are.
- Try to find the objects and match them to the numbers.

Now choose the middle icon on the bottom row.

Can you count the skips?

**Level 1 – Numbers 1-5**

- Choose a child to skip and add a number between 1 and 5 to the box.
- Can you count the number of skips the child does?

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	<ul style="list-style-type: none"> <li>• They need to do the same number of skips that you have put on the box.</li> <li>• Did they do the same number? How many did they do?</li> <li>• Do they need to try the skips again?</li> </ul> <p><b>Level 2 – Numbers 1-10</b></p> <ul style="list-style-type: none"> <li>• Choose a child to skip and add a number between 1 and 5 to the box.</li> <li>• Can you count the number of skips the child does?</li> <li>• They need to do the same number of skips that you have put on the box.</li> <li>• Did they do the same number? How many did they do?</li> <li>• Do they need to try the skips again?</li> </ul> <p><b><u>Now choose the last icon on the bottom row.</u></b></p> <p>Water the plants and count what starts to grow.</p> <ul style="list-style-type: none"> <li>• What do you think is growing in the plant pot?</li> <li>• How many times should we pour the watering can?</li> <li>• How many plants do you think will start to grow/</li> <li>• Were you right?</li> <li>• How many things are growing in each of the plant pots?</li> <li>• How many times did you need to pour the watering can to make everything grow?</li> </ul>
<p><a href="#">A -fish-metic Game</a> (Purple Mash)</p>	<p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Use the first two levels of this activity to develop number recognition and subitising.</li> </ul>

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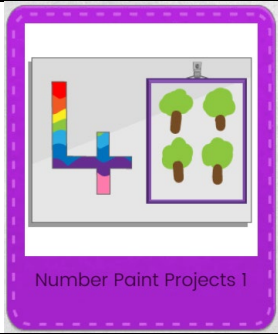
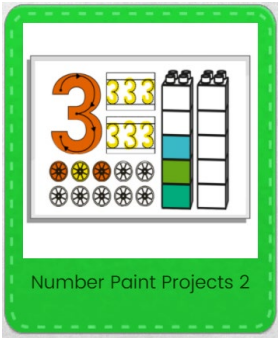

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	<ul style="list-style-type: none"> <li>• Level 1- Counting activity- count the fish on the screen and select the correct number up to 10.</li> <li>• Can the children count the correct number of fish?</li> <li>• Can the children choose the correct number to show the number of fish?</li> </ul>
<p><a href="#">2Race</a> (Purple Mash and Mini Mash)</p> 	<p>Racing games where children need to answer quick questions in order to win the race.</p> <p><a href="#">Addition up to 5</a>  <a href="#">Addition up to 10</a>  <a href="#">Number bonds to 5</a>  <a href="#">Number bonds to 10</a></p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Select children to demonstrate this on the interactive whiteboard working together before allowing children to access the game in continuous provision.</li> <li>• Accessing the game on Purple Mash, teachers can create rooms for the children to race against each other. Instructions on how to set this up can be found in the <a href="#">2Race guide</a>.</li> </ul>
<p><a href="#">Number Paint Projects 1</a> (Mini Mash)</p>	<p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Practice number formation numbers up to 10</li> <li>• Can the children recognise numbers up to 10?</li> <li>• Let the children choose a number, can they find the number in the paint projects?</li> <li>• Can they paint the number on the blank area at the side?</li> </ul>

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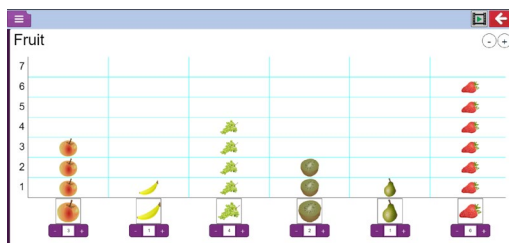
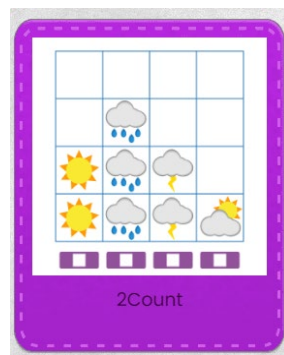
	<ul style="list-style-type: none"> <li>• Can they draw the number of objects to match the number in the blank area?</li> </ul>
<p><b><u>Number Paint Projects 2</u></b> <b>(Mini Mash)</b></p> 	<p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Can the children recognise numbers up to 10?</li> <li>• Let the children choose a number, can they find the number in the paint projects?</li> <li>• Practice number formation numbers up to 10</li> <li>• Can the children form the number correctly?</li> <li>• Can they count and colour in the correct number of blocks and objects?</li> <li>• Allow access to this during continuous provision. Could also be printed out and laminated for repeated use around the classroom.</li> </ul>
<p><b><u>Lady Bird Doubles Paint Projects</u></b> <b>(Mini Mash)</b></p> 	<p>Children are presented with a ladybird which they need to complete to find the doubles up to 10.</p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Can the children count how many spots the ladybird has first?</li> <li>• Can they repeat the same number on the other side?</li> <li>• Can they count how many spots there are now?</li> <li>• Can they recognise and remember the doubles?</li> </ul>

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## 2Count

(Mini Mash and Purple Mash)



### Lesson ideas: -

#### Using numbers up to 20

- Choose a topic to create a pictogram with the children e.g. our favourite snacks.
- Choose the types of snacks the children have in school or add your own pictures.
- How many children would choose each snack as their favourite snack?
- Which snack do most children in the class like the best?
- How many children like that snack the best?
- Which is the second most favourite snack?
- How many more children would need to like this as their favourite snack for it to be the most favourite snack in the class?
- Which is the least favourite snack in the class?
- Where there any children who liked this snack?
- How many children liked this snack?
- How many children are in our class altogether?
- Have all the children made a choice about their favourite snack?
- If they haven't how can we tell by counting the choices on the pictogram?

## 2Quiz

(Purple Mash)

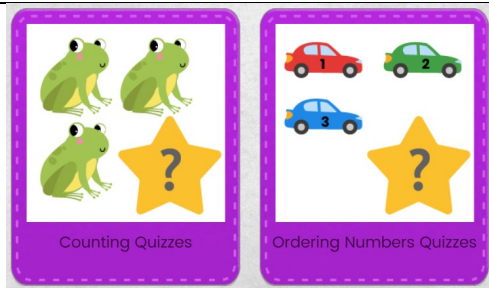


### Lesson ideas: -

- Use 2Quiz and the section, Maths Quiz to create simple activities for the children to complete.
- Choose the numbers you want to use e.g. numbers up to 20 and the type of sum you want the children to do e.g. addition/ subtraction.
- Set the quiz as a 2Do for all the class to try.
- Let the children make their own quizzes to try with each other.
- Set the children's quizzes as 2Do's for all the class to try.
- Change the time that you allow the children to do the quiz.

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- Can the children beat the clock?

You can also use some ready-made maths quizzes found on Mini Mash dealing with numbers up to 10:

[Counting Numbers](#)

[Ordering Numbers](#)

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# **Computing Scheme of Work - EYFS**

**Mathematics**

**ELG: Numerical Patterns**

# Mathematics



## Early Learning

### Goal:

### Numerical Patterns

Children at the expected level of development will:

Verbally count beyond 20, recognising the pattern of the counting system.

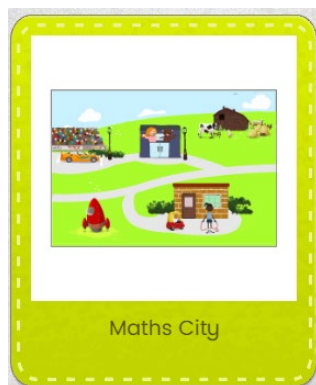
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Resources

### [Maths City 1](#)

(Mini Mash and Purple Mash)



Sets the level of the activity

## Lesson ideas

Lesson Ideas: -

### Car Race

(Select this activity from the main Maths City 1 page).

Now choose the middle icon on the top row.

#### Level 1

- 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?

#### Level 2

- 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?

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### Car Race



#### Level 3

- 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?

**Now choose the middle icon on the bottom row. (Matching numbers 1-5)**

#### Level 1

- Match the correct number on the car to the lane the car should be in, 1-5.
- Press the green, go, arrow key to see who comes first in the race.
- Which car came first?
- Is that the car that you chose?
- Give the medal to the winner.
- Which car number will you choose next time?

#### Level 2 (Matching numbers 1-10)

- Match the correct number on the car to the lane the car should be in, 1-10
- Press the green, go, arrow key to see who comes first in the race.
- Which car came first?
- Is that the car that you chose?
- Give the medals to the first, second and third car to win.
- Which car number will you choose next time?


#### Level 3 (Matching numbers 1-10)

- Match the correct number on the car to the lane the car should be in, 1-10

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	<ul style="list-style-type: none"> <li>• Press the green, go, arrow key to see who comes first in the race.</li> <li>• Which car came first?</li> <li>• Is that the car that you chose?</li> <li>• Give the medals to the first, second and third, fourth and fifth car to win.</li> <li>• Which car number will you choose next time?</li> </ul>
<p>Toy Shop</p> 	<p><b><u>Toy Shop</u></b> (Select this activity from the main Maths City 1 page).</p> <p><b><u>Now choose the middle icon on the top row. (Counting and Matching)</u></b> There are three levels to this activity, choose the level by selecting the number 1,2 or 3 from the top left hand corner of the page.</p> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Find the correct object to match it to the shape of the object in each section of the mat.</li> <li>• How many toys can you count in each section?</li> <li>• How many toys are there altogether.</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Count the number of toys on each section of the mat and match the objects to the number.</li> <li>• How many can you count in each section.</li> <li>• How many more objects would you need in each section to make 5 objects altogether?</li> <li>• How many more objects would you need in each section to make 10 objects altogether?</li> </ul>

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	<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Make your own sets of toys.</li> <li>• Look at the numbers in each section on the mat, can you make your own set of toys to match the number on the mat?</li> <li>• Which section has the most number of toys? How many are there?</li> <li>• Which section has the least number of toys? How many are there?</li> </ul> <p><b><u>Now choose the third icon on the top row, (Making number pairs).</u></b>  <b>Can you find the matching number pairs? You need to find a number and the correct number of objects to match the number e.g. number two and two ducks.</b></p> <ul style="list-style-type: none"> <li>• Click on two beanbags did you see any numbers?</li> <li>• Did you count any objects?</li> <li>• Try to find the numbers and remember where they are.</li> <li>• Try to find the objects and match them to the numbers.</li> </ul> <p><b><u>Now choose the last icon on the bottom row, (Going shopping.).</u></b>  <b>There are three levels to this activity, choose the level by selecting the number 1,2 or 3 from the top left hand corner of the page.</b></p> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Make your own toy shop by adding 2 toys to each of the shelves and dragging a price label for the toy onto the toy. (1p -10p)</li> <li>• How much are you going to charge for the toy?</li> <li>• Are some of the toys going to be more expensive than others?</li> <li>• How much will the cheaper toys be?</li> <li>• How much will the expensive toys be?</li> </ul> <p>When each shelf has two toys, use the purple arrow which appear on the right of the screen to move on.</p>
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	<p>Now select two toys to put in the basket and pay for them at the checkout. Count the number of 1p coins which are needed to pay for the items in the basket.</p> <p>At the checkout, the items are paid for individually.</p> <p><b>Level 2</b></p> <p><b>The same activity as above but the children use 1p, 2p and 5p coins at the checkout.</b></p> <p><b>At the checkout, the items are paid for individually.</b></p> <ul style="list-style-type: none"> <li>• Can the children recognise the new coins?</li> <li>• Which coins will they need to make 3p?</li> <li>• Which coins will they need to make 4p</li> </ul> <p>Let the children have plenty of opportunities to use and handle money in their role play shop.</p> <p>Can they recognise the different coins, do the children know how many pennies each of the coins are worth?</p> <p><b>Level 3</b></p> <p><b>The same activity as above using 1p, 2p and 5p coins at the checkout.</b></p> <p><b>At the checkout, the items are added together and paid for.</b></p> <p><b>The children are introduced to a simple addition sum at the till, showing the two item prices and the cost of them added together.</b></p> <ul style="list-style-type: none"> <li>• Let the children try making their own addition sums using the prices on the toys they have set up in their own role play toy shop area.</li> <li>• Can they write the addition sum using numbers 1-10?</li> <li>• What other things could they sell in their shop? Can they make the same addition sums but using different objects?</li> </ul>
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### The Farm



#### The Farm

(Select this activity from the main Maths City 1 page).

Now choose the middle icon on the top row.

##### Level 1

- Match the animals to the correct animal shape?
- How many animals can you see in the field?
- How many animals are there in each part of the field?
- Are the animals all different?
- How many animals are the same?
- Make your own small world farm area. Can the children make sets of different animals?

##### Level 2

- Match the animals to the correct animal shape?
- How many animals can you see in the field?
- How many animals are there in each part of the field?
- Are the animals all different?
- How many animals are the same?

##### Level 3

- Look at the numbers in the different parts of the field.
- Can the children recognise what the numbers are?
- Can the children put the right numbers of animals to match the number, in that part of the field?
- Will they choose all the same animals?
- How many of each of the animals did they choose?

Now choose the third icon on the top row, (Making number pairs).


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	<p><b>Can you find the matching number pairs? You need to find a number and the correct number of objects to match the number e.g. number two and two ducks.</b></p> <ul style="list-style-type: none"> <li>• Click on two haystacks did you see any numbers?</li> <li>• What numbers did you find?</li> <li>• Did you count any objects?</li> <li>• Which objects did you count?</li> <li>• Try to find the numbers and remember where they are.</li> <li>• Try to find the objects and match them to the numbers.</li> </ul> <p><b><u>Now choose the second icon on the bottom row, (Addition).</u></b></p> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• What number is the farmer holding?</li> <li>• Can you give the farmer the right number of animals by dragging them to the animal shapes?</li> <li>• When the farmer has the correct number of animals, click on the purple arrow to the right of the screen.</li> <li>• Can you put the animals into two pens?</li> <li>• Watch what happens to the addition sum as you start to put the animals in the pens.</li> <li>• You shouldn't have any animals left on the screen.</li> <li>• Try moving an animal from one pen to the next. What happens to the numbers on the pen?</li> <li>• What happens to the numbers in the sum if you move the animals?</li> <li>• Even if you move the animals around do they always add up to the same number?</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• What number is the farmer holding?</li> </ul>
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	<ul style="list-style-type: none"> <li>• Can you give the farmer the right number of the same animal?</li> <li>• You can choose which animals you give him but they must all be the same.</li> </ul>
<p>Space</p> 	<p><b><u>Space (Rocket)</u></b>  <b>(Select this activity from the main Maths City 1 page).</b>  <b><u>Now choose the middle icon on the top row.</u></b></p> <p><b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>• Can you match the rocket to the shape of the rocket on the screen?</li> <li>• Press the green, go arrow key.</li> <li>• Which rocket went the fastest? What was the number on the rocket?</li> <li>• Which rocket was the slowest? What was the number on the rocket?</li> <li>• Try the activity again, which rocket do you think will go the fastest? Why?</li> <li>• Were you right?</li> </ul> <p><b><u>Level 2</u></b></p> <ul style="list-style-type: none"> <li>• Add the rockets to the screen.</li> <li>• Choose which number of rocket you would like to be. Why did you choose that number?</li> <li>• Which rocket do you think will be the winner?</li> </ul> <p><b><u>Level 3</u></b></p> <ul style="list-style-type: none"> <li>• Add the rockets to the screen.</li> <li>• Choose the numbers between 1 and 10 to add to the rockets.</li> <li>• What happens when you press go?</li> <li>• Which rocket travelled the fastest?</li> </ul>

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### Outdoor Activities



### Outdoor Activities

(Select this activity from the main Maths City 1 page).

Now choose the middle icon on the top row.

- Create sets of objects using numbers 1-10.
- Add a number and an object to the playground and work with the children to complete the sets. (In the same way, you carried out the activity in the farm section).
- How many bikes will you add?
- Can you make a set of 4 flowers in pots?
- Can you put 5 guitars out ready for playing?

Now choose the third icon on the top row.

Can you find the matching number pairs? You need to find a number and the correct number of objects to match the number e.g. number two and two snails.

- Click on two flowers did you see any numbers?
- What numbers did you find?
- Did you count any objects?
- Which objects did you count?
- Try to find the numbers and remember where they are.
- Try to find the objects and match them to the numbers.

Now choose the middle icon on the bottom row.

Can you count the skips?

**Level 1 – Numbers 1-5**

- Choose a child to skip and add a number between 1 and 5 to the box.
- Can you count the number of skips the child does?

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	<ul style="list-style-type: none"> <li>• They need to do the same number of skips that you have put on the box.</li> <li>• Did they do the same number? How many did they do?</li> <li>• Do they need to try the skips again?</li> </ul> <p><b>Level 2 – Numbers 1-10</b></p> <ul style="list-style-type: none"> <li>• Choose a child to skip and add a number between 1 and 5 to the box.</li> <li>• Can you count the number of skips the child does?</li> <li>• They need to do the same number of skips that you have put on the box.</li> <li>• Did they do the same number? How many did they do?</li> <li>• Do they need to try the skips again?</li> </ul> <p><b><u>Now choose the last icon on the bottom row.</u></b></p> <p>Water the plants and count what starts to grow.</p> <ul style="list-style-type: none"> <li>• What do you think is growing in the plant pot?</li> <li>• How many times should we pour the watering can?</li> <li>• How many plants do you think will start to grow/</li> <li>• Were you right?</li> <li>• How many things are growing in each of the plant pots?</li> <li>• How many times did you need to pour the watering can to make everything grow?</li> </ul>
<p><a href="#">A -fish-metic Game</a> (Purple Mash)</p>	<p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Use the first two levels of this activity to develop number recognition and subitising.</li> </ul>

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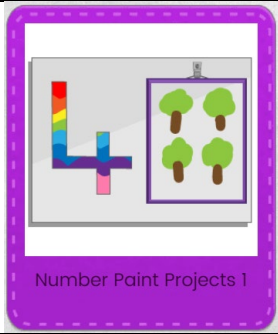
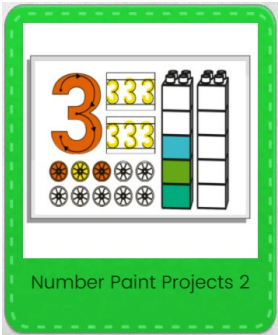

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 <p>A-fish-metic</p>	<ul style="list-style-type: none"> <li>• Level 1- Counting activity- count the fish on the screen and select the correct number up to 10.</li> <li>• Can the children count the correct number of fish?</li> <li>• Can the children choose the correct number to show the number of fish?</li> </ul>
<p><a href="#">2Race</a> (Purple Mash and Mini Mash)</p>  <p>2Race</p>	<p>Racing games where children need to answer quick questions in order to win the race.</p> <p><a href="#">Addition up to 5</a> <a href="#">Addition up to 10</a> <a href="#">Number bonds to 5</a> <a href="#">Number bonds to 10</a></p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Select children to demonstrate this on the interactive whiteboard working together before allowing children to access the game in continuous provision.</li> <li>• Accessing the game on Purple Mash, teachers can create rooms for the children to race against each other. Instructions on how to set this up can be found in the <a href="#">2Race guide</a>.</li> </ul>
<p><a href="#">Number Paint Projects 1</a> (Mini Mash)</p>	<p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Practice number formation numbers up to 10</li> <li>• Can the children recognise numbers up to 10?</li> <li>• Let the children choose a number, can they find the number in the paint projects?</li> <li>• Can they paint the number on the blank area at the side?</li> </ul>

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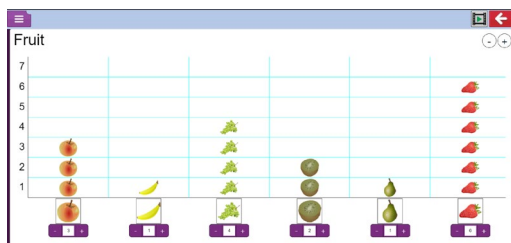
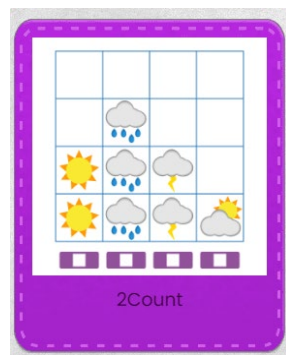
 <p>Number Paint Projects 1</p>	<ul style="list-style-type: none"> <li>Can they draw the number of objects to match the number in the blank area?</li> </ul>
<p><u>Number Paint Projects 2</u> (Mini Mash)</p>  <p>Number Paint Projects 2</p>	<p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>Can the children recognise numbers up to 10?</li> <li>Let the children choose a number, can they find the number in the paint projects?</li> <li>Practice number formation numbers up to 10</li> <li>Can the children form the number correctly?</li> <li>Can they count and colour in the correct number of blocks and objects?</li> <li>Allow access to this during continuous provision. Could also be printed out and laminated for repeated use around the classroom.</li> </ul>
<p><u>Lady Bird Doubles Paint Projects</u> (Mini Mash)</p>  <p>Ladybird Doubling</p>	<p>Children are presented with a ladybird which they need to complete to find the doubles up to 10.</p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>Can the children count how many spots the ladybird has first?</li> <li>Can they repeat the same number on the other side?</li> <li>Can they count how many spots there are now?</li> <li>Can they recognise and remember the doubles?</li> </ul>

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## 2Count

### (Mini Mash and Purple Mash)



### Lesson ideas: -

#### Using numbers up to 20

- Choose a topic to create a pictogram with the children e.g. our favourite snacks.
- Choose the types of snacks the children have in school or add your own pictures.
- How many children would choose each snack as their favourite snack?
- Which snack do most children in the class like the best?
- How many children like that snack the best?
- Which is the second most favourite snack?
- How many more children would need to like this as their favourite snack for it to be the most favourite snack in the class?
- Which is the least favourite snack in the class?
- Where there any children who liked this snack?
- How many children liked this snack?
- How many children are in our class altogether?
- Have all the children made a choice about their favourite snack?
- If they haven't how can we tell by counting the choices on the pictogram?

## 2Quiz

### (Purple Mash)



### Lesson ideas: -

- Use 2Quiz and the section, Maths Quiz to create simple activities for the children to complete.
- Choose the numbers you want to use e.g. numbers up to 20 and the type of sum you want the children to do e.g. addition/ subtraction.
- Set the quiz as a 2Do for all the class to try.
- Let the children make their own quizzes to try with each other.
- Set the children's quizzes as 2Do's for all the class to try.
- Change the time that you allow the children to do the quiz.

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- Can the children beat the clock?

You can also use some ready-made maths quizzes found on Mini Mash dealing with numbers up to 10:

[Counting Numbers](#)

[Ordering Numbers](#)

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# **Computing Scheme of Work - EYFS**

**Physical Development**

**ELG: Fine Motor Skills**

# Physical Development



## Early Learning Goal:


### Fine Motor Skills

Children at the expected level of development will:

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

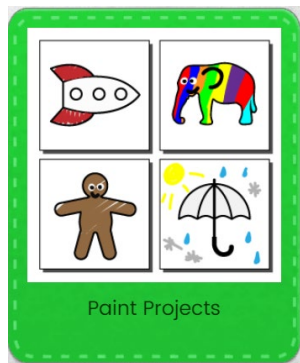
Use a range of small tools, including scissors, paint brushes and cutlery.

Begin to show accuracy and care when drawing.

Resources	Lesson ideas
<p><a href="#">2Handwrite</a> (Mini Mash and Purple Mash)</p> 	<p>Use 2Handwrite to demonstrate, record and play back letter formation, handwriting joins and spelling patterns. Works well with an Interactive Whiteboard or touchscreen.</p> <p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Make the lines wider by clicking on the magnifying glass and demonstrate the formation of letters on 2Handwrite for children to replicate on paper or small whiteboards.</li> <li>• As well as letters, model simple handwriting patterns such as a wavy lines etc for children to experiment with.</li> <li>• Leave 2Handwrite open on the interactive whiteboard or on iPad for children to engage during continuous provision.</li> </ul>
<p><a href="#">2Paint a Picture</a> <a href="#">Paint Projects</a> (Mini Mash and Purple Mash)</p>	<p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Give the children the opportunity to explore the resources in Purple Mash using a range of tools.</li> </ul>

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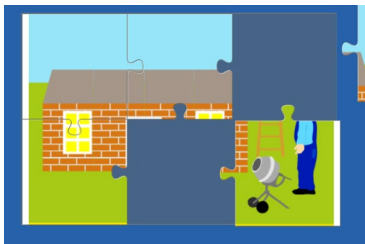
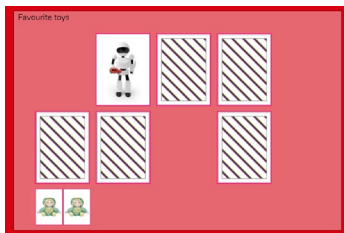
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- Use the interactive whiteboard and 2Paint as part of continuous provision to encourage gross motor movements.
- Use 2Paint on an iPad to help with fine motor skills and movements giving opportunities for children to practise their accuracy and care in drawing.
- Open the paint projects based on topics which the children are learning about for children to colour in with different coloured and textured pens.
- When completed, these paint projects can be printed out for children to cut around to practise cutting skills.

### Jigsaws and 2Pairs

(Mini Mash)



Children can practice fine motor skills and movements through playing games which include dragging and dropping.

#### **Lesson ideas: -**

- Allow children to access the games in continuous provision, either using a mouse on a PC or fingers on an iPad, children will develop hand and eye coordination.

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# **Computing Scheme of Work - EYFS**

**Physical Development**

**ELG: Gross Motor Skills**



# Physical Development



## Early Learning

### Goal:

### Gross Motor Skills

Children at the expected level of development will:

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## Resources

### Outdoor Scene

(Mini Mash)



## Lesson ideas

Look at the outdoors area screen on Mini Mash.

- What are the children doing outside?
- Why do you think the children are outside and not inside?
- Why might it be better for some of the children to be outside?
- What do they enjoy in the outside area in school?
- What do they enjoy doing at home?
- What other things do you do in your outside area?
- How do you keep safe when you are outside?

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# **Computing Scheme of Work - EYFS**

**Personal, Social and Emotional Development**

**ELG: Building Relationships**

# Personal, Social and Emotional Development



## Early Learning

### Goal:


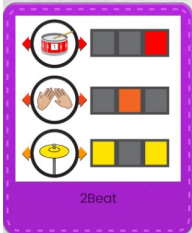
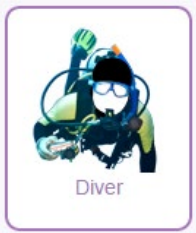
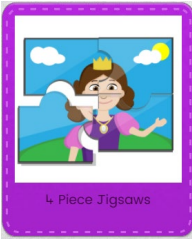
### Building Relationships

Children at the expected level of development will:

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

Resources	Lesson ideas
<p><b>Using tablets</b> (Purple Mash and Mini Mash)</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;">  <p>2Explore</p> </div> <div style="text-align: center;">  <p>2Beat</p> </div> <div style="text-align: center;">  <p>Diver</p> </div> <div style="text-align: center;">  <p>4 Piece Jigsaws</p> </div> </div>	<p><b>Lesson ideas:</b> -</p> <p><b>2Beat and 2Explore</b></p> <ul style="list-style-type: none"> <li>• Use 2Beat and 2Explore on the iPad as musical instruments.</li> <li>• Let the children explore creating music and sounds.</li> <li>• Use the iPad to take turns to create music and sounds, let the children play each other's creations.</li> <li>• Let the children use the iPad as part of their own 'band' of musical instruments.</li> <li>• Who is going to create sounds on the iPad first? Who will use it next?</li> <li>• Which musical instruments will the children choose to play?</li> <li>• Let the children decide how they are going to organise all the instruments and where they will sit to play the different sounds.</li> <li>• Let the children take turns at using the iPad as part of their band.</li> </ul> <p><b>Mashcams</b></p> <ul style="list-style-type: none"> <li>• Let the children explore with each other taking photographs by using the Mashcams and creating their own pictures.</li> </ul>

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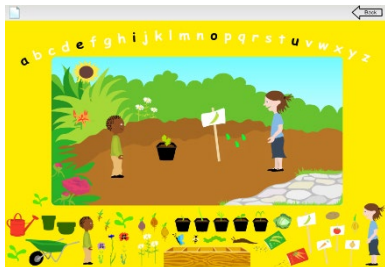
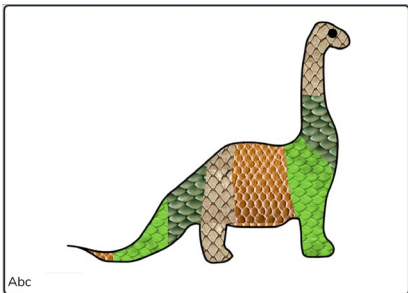
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	<ul style="list-style-type: none"> <li>• Talk to the children about taking photographs and find out how many children like /dislike having photographs taken.</li> <li>• Some children may not like having selfies or being on photographs, others will love it!</li> <li>• It is a good opportunity to talk about this with the children reiterating that we are not alike and we should not expect that everyone likes to do the same thing.</li> <li>• Giving children opportunities to explore some things by themselves may help them to become more confident amongst their group of friends.</li> <li>• Work with the children to create their own photo booth in the role play area.</li> <li>• Talk about how the photo area could be set up for taking photographs. Give the children some cameras to use to 'role play' being the photographer or cameraman.</li> <li>• Remind the children about being careful taking photographs and always to ask first before taking pictures (even if the cameras do not work).</li> <li>• Who will be the photographer?</li> <li>• What does the photographer do?</li> <li>• Which Mashcam will you use to take your picture?</li> <li>• Let the children take turns taking their own photographs and saving their work.</li> <li>• Let the children organise their role play area to have access to Mashcams either with the PC or tablet.</li> </ul>
<b>Using the PC</b> <b>(Purple Mash and Mini Mash)</b>	<b>Lesson ideas: -</b> <ul style="list-style-type: none"> <li>• Let the children use the computer independently to login.</li> <li>• Give the children opportunities to work as a pair on different activities within Mini Mash and Purple Mash.</li> <li>• Talk to the children about taking turns and sharing the resources.</li> <li>• Talk about making choices and allowing each other to make choices, not always expecting to be the first one to choose.</li> <li>• Let the children take turns using the mouse and take turns to choose the activity that they want to do.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Use a sand timer to help the children to mark an amount of time to have on the computer.</li> <li>• Give the children the opportunity to organise the activity themselves, who will go first, who will go second? Let the children set up the timer and be responsible for choosing the activities.</li> </ul>
<p><b>Using Interactive Whiteboards</b> (Mini Mash &amp; Purple Mash)</p>  	<p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"> <li>• Explain to the children that they need to work one at a time to do the activity.</li> <li>• Choose a small group of children (e.g. 5) Put the numbers 1-5 in a box and let the children choose a number.</li> <li>• Who has number 1? They will go first this time, who has number 2 etc.</li> <li>• Let the children come out one at a time to contribute to the activity.</li> <li>• Let the children take turns using their numbers to help them to remember who is first, second etc.</li> </ul> <p><b>Simple City and Maths City</b></p> <ul style="list-style-type: none"> <li>• Use the drag and drop activities on the interactive whiteboard to share activities for the children to work together on.</li> <li>• Talk to the children about taking turns and working at the whiteboard one at a time. Choose the drag and drop activity you want the children to create e.g. a garden.</li> <li>• Talk to the children about the picture that they are going to make, show them how to drag the object onto the screen and to watch carefully to see if anything happens.</li> </ul> <p><b>2Paint</b></p> <ul style="list-style-type: none"> <li>• Use the interactive whiteboard for painting and drawing tools and to give the children experiences of working together to create their own pictures.</li> </ul>

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# **Computing Scheme of Work - EYFS**

**Personal, Social and Emotional Development**

**ELG: Managing Self**

# Personal, Social and Emotional Development



## Early Learning Goal:



### Managing Self

Children at the expected level of development will:

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

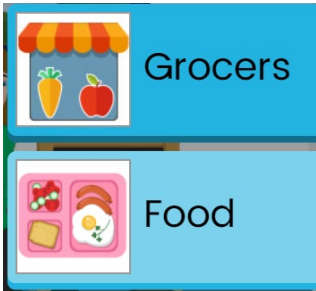
Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Resources	Lesson ideas
<p><b>Different resources</b> (Mini Mash &amp; Purple Mash)</p>  	<p><b>Lesson ideas:</b> -</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"> <li>• Show the children how to find their way around the Mini Mash home screens.</li> <li>• Try clicking on some of the objects on the pages. <ul style="list-style-type: none"> <li>- What happens to the bird in the tree?</li> <li>- What happens to the sunshine?</li> </ul> </li> <li>• Talk to the children about what happens when they explore and which part of the screen they like clicking on the best and why?</li> <li>• Show the children one of the activities e.g. the painting tools in the drawing and painting area.</li> <li>• Let the children explore painting with the tools, creating a picture and printing out the finished picture.</li> <li>• Let the children explore other sections of Mini Mash and find their way in and out of each of the areas.</li> <li>• Let the children work in pairs and explore things together.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Give the children the opportunities to talk about what they have found out and to show each other how to do things.</li> <li>• Find out which activities the children enjoy doing the most.</li> <li>• Let the children talk to the class about the things they have found out about, the different activities they have tried.</li> <li>• Encourage the children to show the other children work that they have saved in their trays and to talk about what they have created and how they created it.</li> <li>• Encourage the children to show what they can do using the interactive whiteboard.</li> <li>• Encourage the children to ask for adult or child help if they can't find some thing or need help with an activity.</li> <li>• Encourage those children who are familiar with the activities, to help and support those children who are struggling and 'buddy' with the children who may need some extra help.</li> <li>• When starting a new topic or doing a new activity ask the children to find out if there is anything that will help them on Mini Mash or Purple Mash. Let the children explore the resources and use anything which they think will help them.</li> </ul>
<p><b>Topic Pins</b> (Mini Mash)</p> 	<p><b>Use the topic pin to learn about healthy foods:</b></p> <p><a href="#">Food</a> <a href="#">Grocers</a></p> <p><b>Lesson Ideas :-</b></p> <ul style="list-style-type: none"> <li>• Show the children the slide shows in either topic pin and ask the children if they can identify what they see. Ask them which of the foods they enjoy and which ones are healthy.</li> <li>• Use the Greengrocer or Chef Mashcam and allow the children to record their voices and what they know about fruit and vegetables and why we should make healthy choices.</li> </ul>

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	<ul style="list-style-type: none"><li>• Use the Fruit 2Count activity so children can vote for their favourite fruit. Children can come up to the interactive whiteboard and choice which fruit they would like to try.</li><li>• Allow children to access the jigsaws and 2pairs games in their continuous provision and encourage conversations about healthy foods.</li></ul>
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# **Computing Scheme of Work - EYFS**

**Personal, Social and Emotional Development**

**ELG: Self-Regulation**

# Personal, Social and Emotional Development



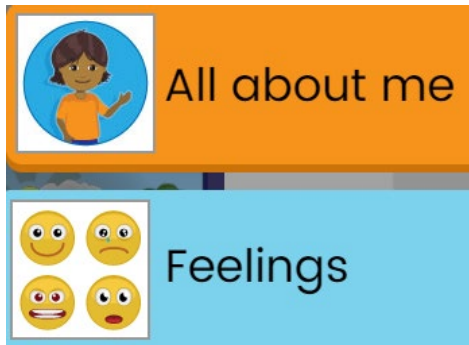
## Early Learning Goal: Self-Regulation

Children at the expected level of development will:

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Resources	Lesson ideas
<p><b>Topic Pins</b> (Mini Mash)</p> 	<p>Use the topic PINS on Mini Mash: <a href="#">All About Me</a> <a href="#">Feelings</a></p> <p><b>Lesson Ideas :-</b></p> <ul style="list-style-type: none"><li>• Allow children access to the resources, including slideshows, jigsaws and paint projects on the topic of feelings.</li><li>• Children can discuss the different feelings that they experience, what can make them feel like that as well as any physical responses they might have with that feeling.</li></ul> <p><b>Paint Projects</b> <a href="#">Myself</a> (Found within 'People' paint projects)</p>

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#### Lesson Ideas :-

- The variety of paint projects could be used to aid discussion on themselves, their emotions and how they are feeling in a specific situation.
- Ask children to paint how they are feeling, and then try to explain their feeling. Ask children to draw how they might be feeling if they were given a present, or if someone took a toy from them etc.

#### Use the search tool on Purple Mash to search for resources to support the topics Feelings and about me.

- Use the resources as an opportunity to talk to the children all about themselves.
- How are people different how are people the same.
- Talk about the things that make us happy.
- Not everyone likes the same things and things that make one person happy might make another person sad.
- We are all different and that's what makes us all very special.
- We need to understand when someone is sad and if we can try to help them feel happy again.

There are several resources which will support these topics, including slideshows of images showing children's faces expressing different feelings, faces to paint to show different feelings and other resources to talk about and include in your topic resource pack.

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# **Computing Scheme of Work - EYFS**

**Understanding The World**

**ELG: The Natural World**

# Understanding the World



## Early Learning Goal:

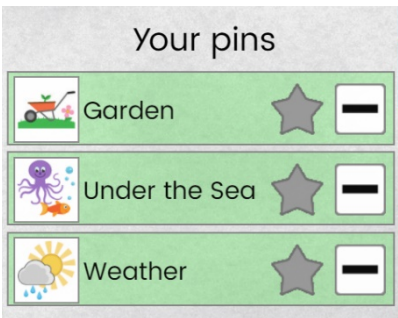
### The Natural World

Children at the expected level of development will:

Explore the natural world around them, making observations and drawing pictures of animals and plants.

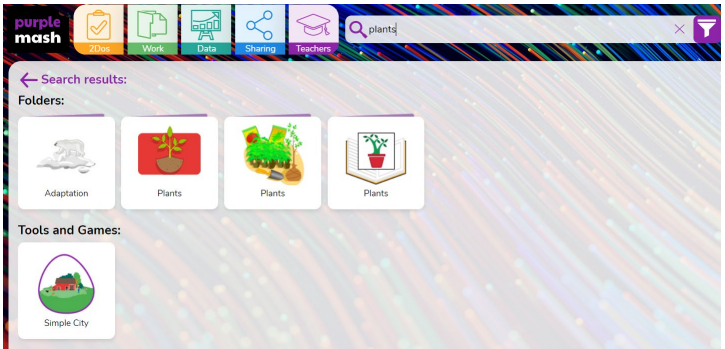
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Resources	Lesson ideas
<p><b>Topic Pins</b> (Mini Mash)</p> <p><a href="#">Under the Sea</a> <a href="#">Seasons</a> <a href="#">Autumn</a> <a href="#">Winter</a> <a href="#">Summer</a> <a href="#">Spring</a> <a href="#">Growing</a> <a href="#">Garden</a> <a href="#">Baby Animals</a> <a href="#">Farm</a> <a href="#">Minibeasts</a> <a href="#">Pets</a></p>  <p>The screenshot shows a 'Your pins' section with three rows. Each row has a small icon, a text label, a star icon, and a minus sign icon. The rows are: 'Garden' with a wheelbarrow icon, 'Under the Sea' with a purple octopus icon, and 'Weather' with a sun and cloud icon.</p>	<p><b>Lesson ideas: -</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Each topic pack has a slideshow about the topic which contains pictures for discussion to start the topic with the children.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>

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<p> <a href="#">Seaside</a>  <a href="#">Space</a>  <a href="#">Weather</a>  <a href="#">Zoo</a> </p>	<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>
<p> <b>Topics</b>  <b>(Purple Mash)</b> </p>  <p>The screenshot shows the Purple Mash interface with a search bar containing 'plants'. Below the search bar, under 'Search results:', there are four folders: 'Adaptation' (with a cloud icon), 'Plants' (with a potted plant icon), 'Plants' (with a garden scene icon), and 'Plants' (with a potted plant icon). Under 'Tools and Games:', there is one item: 'Simple City' (with a city map icon).</p>	<p><b>Lesson ideas: -</b></p> <p>There are a vast number of resources in the topic section on Purple Mash. The resources in the topic section support different age ranges.</p> <ul style="list-style-type: none"> <li>• To quickly find any resources to support the topic you are doing, type in the topic name in the search bar on the home page of Purple Mash, this will show you all the resources on Purple Mash and Mini Mash which support the topic.</li> <li>• Use the paint projects and the writing templates to help to support the topic in the classroom.</li> <li>• Let the children use the activities alongside the 'real' activity being carried out in the classroom or outside area.</li> <li>• Provide opportunities to talk to the children about what they have found in the natural world and what they are creating using the computer.</li> </ul>
<p> <b>Simple City</b>  <b>(Mini Mash and Purple Mash)</b> </p>	<p><b>Lesson ideas: -</b></p> <p>Simple City provides an opportunity for the children to visit different places on the Simple City map.</p> <ul style="list-style-type: none"> <li>• Talk to the children about the different places that they could visit in the city. What can they see on the map?</li> <li>• Who do they work in the different places?</li> <li>• What do the children think it would be like to visit the place?</li> </ul>

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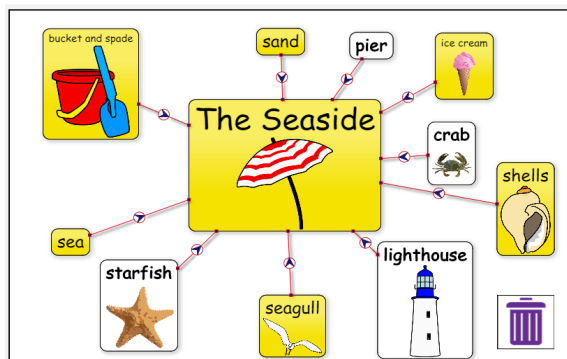
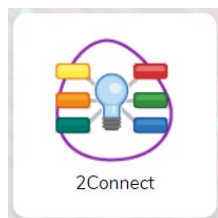
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- How are the place different?
- What would it be like to visit the farm? What would it be like to visit the vets?
- Do the children live near to any of the things they can see in Simple city?
- What do they live near to and what is it like?
- Have the children ever visited any of the places in Simple City (The Farm, the park, the vets etc.)? What was it like when they got there?
- Where would the children like to visit that they haven't been to before? Why would they like to go there? What do they think they will see when they get there?

## 2Connect

(Purple Mash)



## Lesson ideas: -

- Use 2 Connect as a teacher's resource to talk to the children about all the things they know about a topic you are thinking about.
- What do the children know about your topic already?
- For example, if you are talking about seaside places and what it might be like to live there, find out if the children have ever been and what their experiences are.
- Use a starting colour (e.g. yellow) to write down all the things that the children might know then add to this with a different colour to show all the new things/words which the children have found out about.
- If you visit the place, add photographs as part of the 'web' to remind the children of the experiences they had of visiting the environment.

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# **Computing Scheme of Work - EYFS**

**Understanding The World**

**ELG: Past and Present**

# Understanding the World



## Early Learning

### Goal:

### Past and Present

Children at the expected level of development will:

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

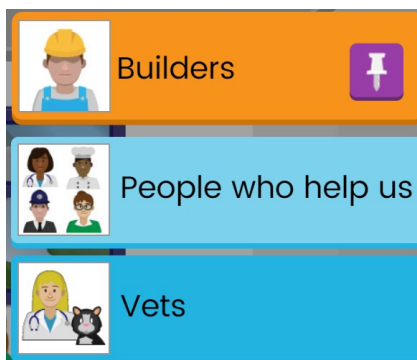
## Resources

**Topic Pins:**  
(Mini Mash)

[People Who Help Us](#)

[Vets](#)

[Builders](#)



## Lesson ideas

Use the PINS in Mini Mash to pin the topics 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.

### Lesson ideas: -

- Ask children what they know about these people and the roles they play in society.
- How do these people help us? What do they provide for us?
- Do they need any special tools to do their job?
- Do you think they did their jobs differently in the past?

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**Old and New Slideshows**  
**(Mini Mash)**

[Toys](#)

[Toys from the Past](#)

[Vehicles](#)

[Vehicles from the Past](#)

[Seaside](#)

[Seaside in the Past](#)



Slideshows of images from the present and past to compare.

**Lesson ideas: -**

- Children can discuss the differences which they recognise and use a starter for discussion about how other things have changed from the past.
- How are the toys different in the past? What are they made out of?
- Have you ever seen a toy like this in real life?
- How are the vehicles different? Do you prefer the vehicles now or the vehicles in the past?
- Have you ever seen any vehicles like this on TV or in a book?
- How is the seaside different?
- Would you have liked to visit this seaside in the past?

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# **Computing Scheme of Work - EYFS**

**Understanding The World**

**ELG: People, Culture and Communities**

# Understanding the World



## Early Learning Goal:

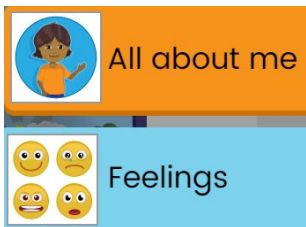
### People, Culture and Communities

Children at the expected level of development will:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Resources	Lesson ideas
<p><b>Topic Pins</b> (Mini Mash)</p> <p><a href="#">About Me</a> <a href="#">My Feelings</a> <a href="#">Growing</a></p> 	<p><b>Lesson ideas: -</b></p> <p>Use the PINS in Mini Mash to pin the topics 'All about me'. 'Feelings' and 'Growing' to the front of Mini Mash to allow the children to access the resources.</p> <p>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"> <li>• Use the slideshows in the topics to talk to the children about the images.</li> <li>• Talk to the children about the things they like doing.</li> <li>• What makes them happy?</li> <li>• What makes them sad?</li> <li>• Do all the children in the class like doing the same thing?</li> <li>• Why do we all enjoy doing different things?</li> <li>• Do all your family like doing the same thing?</li> <li>• What happens somebody want to do something different?</li> </ul>

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	<ul style="list-style-type: none"> <li>• How can we help to share the things that we do?</li> <li>• How can we help other children to enjoy the things that they do?</li> <li>• What do you think children living in other countries enjoy doing too?</li> <li>• Think about all the different times we enjoy together, what kind of things do we do together?</li> </ul> <p>Celebrate parties Celebrate traditions, Christmas, Easter Celebrate religious traditions.</p> <p>There are lots of different topics to search for on Purple Mash which will help to support the children's knowledge and understanding of different cultures and traditions shared.</p> <p>These resources can be used to support teaching and learning about the similarities and differences between people.</p>
<p><b>Simple City</b> (Mini Mash and Purple Mash)</p> 	<p>Children can visit the different areas within Simple City to find comparisons between their own experiences and environments and those of those around them:</p> <ul style="list-style-type: none"> <li><b>The Farm</b></li> <li><b>The Café</b></li> <li><b>The Doctors</b></li> <li><b>The Vets</b></li> <li><b>The Zoo</b></li> <li><b>The Garden Centre</b></li> <li><b>The Builders</b></li> </ul>
<p><b>Topic Pins</b> (Mini Mash)</p>	<p><b>Lesson ideas:</b> -</p> <ul style="list-style-type: none"> <li>• Within the topic pins, children will find a range of slide shows, activities and stories around these topics which can be used as a basis for discussion.</li> </ul>

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[Christmas](#)

[Easter](#)

[Chinese New Year](#)



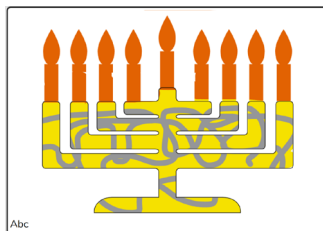
- Look through the slide shows and ask children what they know about these celebrations.
- Why might people celebrate these special events?
- Are there any special clothes, foods or objects used to celebrate this special time?

There are lots of different topics to search for on Purple Mash which will help to support the children's knowledge and understanding of different cultures and traditions shared.

These resources can be used to support teaching and learning about the similarities and differences between people.

### [Celebrations Paint Projects](#)

(Mini Mash)



#### **Lesson ideas: -**

- Use the selection of cultural celebration paint projects as a base for discussion into different events and celebrations that children might be familiar with.
- What can you see? What do you think it is used for?
- At what special occasion might you eat a cake?
- When might you wear some special clothes?
- Do you recognise this as something you might celebrate at home?

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### [Slideshow Creator](#)

### [2Create A Story](#)

(Mini Mash and Purple Mash)



### Lesson ideas: -

- Use the slideshow creator or 2Create A Story in Purple Mash to create a series of images to use with the children.
- Show pictures of the local environment around the school.
- What do the children recognise?
- Where do the children think the photographs have been taken?
- Can they tell you about the different pictures, have they been to the places?
- Are there any places that the children don't know?
- Take the children on a walk about in their own environment, what do they recognise?
- Leave the slideshows, on the interactive whiteboard for the children to revisit and talk about.
- Draw your own Simple City map of your local environment.
- What do you need to put on the map?
- Which places have you visited?
- Create a slideshow all about a place you might be going to visit with the children.
- Familiarise the children with the pictures of the place.
- Encourage the children to think about what might be happening in each of the pictures.
- Use this as an opportunity to develop new vocabulary which the children might need when visiting this place.

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