

<p><b>Timing</b></p> <p>3 sessions of approximately 40 minutes. Note that sessions 2 and 3 include e-safety</p>	<p><b>Children will</b></p> <ul style="list-style-type: none"> <li>• Complete both an offline and online jigsaw puzzle (simple toy one available <a href="#">here</a>) – discuss which medium they prefer and why.</li> <li>• Explore <a href="#">CBeebies Topics</a> and identify the <a href="#">icons</a> used.</li> <li>• Look for information on the websites.</li> <li>• Discuss the devices children play games on – what other functionality do they have?</li> </ul>
<p><b>e-safety links</b></p> <ul style="list-style-type: none"> <li>• I can follow sensible e-safety rules.</li> <li>• I can recognise an age appropriate website and know that I need to make good choices about using Internet activities that are appropriate for my age.</li> <li>• I can tell an adult when I see something unexpected or worrying online.</li> </ul>	<p><b>Objectives</b></p> <p><b>Technology in our Lives</b></p> <ul style="list-style-type: none"> <li>• I can recognise ways that technology is used in my home and community.</li> <li>• I can begin to identify some of the benefits of using technology.</li> </ul>
<p><b>Links to other learning</b></p> <p><b>Multimedia 1</b></p> <p><b>English:</b> Speaking and listening, non-fiction texts</p> <p><b>History:</b> Toys from the past</p>	
<p><b>Resources</b></p> <p>Appropriate search engine CBeebies Topics</p>	<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>• Ask technician to set up desktop shortcut to an appropriate search engine e.g. <a href="#">Safe Search Kids</a> or <a href="#">Kiddle</a> or add to home screen on iPad</li> <li>• Ask technician to set desktop shortcut to <a href="#">CBeebies/topics</a> or add to home screen on iPad</li> </ul> <p>Cut copies of CBeebies <a href="#">icons</a> into strips (Or, for those with access to ActiveBYTE resources <a href="#">Infant Encyclopaedia icons</a> and <a href="#">website</a> can be used as a simpler task – can combine this block with ActiveBYTE Autumn A)</p> <ul style="list-style-type: none"> <li>• <a href="#">image 1</a>, <a href="#">image 2</a>, <a href="#">image 3</a> to practise what to do when something unexpected pops up</li> </ul>

	Expectations	Activity	Success Criteria
1	<p><b>Technology in our Lives</b></p> <p>I can begin to identify some of the benefits of using technology.</p>	<ul style="list-style-type: none"> <li>Look at some modern ‘technological’ versions of ‘traditional’ toys, e.g. remote-control vehicles, teddy bears that have voice recording inside, virtual pets, virtual musical instruments etc. <i>Do you think technology has made these toys better? Why/How?</i></li> <li>Split class into two groups – one half has some jigsaw puzzles and the other half completes an <a href="#">online puzzle</a> (or there is a huge range of jigsaw puzzle apps for both iPad e.g. <b>Jigsaw Box by Sparkle Apps</b> and Android – download one that has puzzles appropriate to the interests of your learners). Allow time to explore/complete, then swap. <i>Which type of puzzle do you prefer? The traditional or technological version? Why?</i></li> <li><b>Optional follow-up</b> - use <b>2DIY</b> (if available – also now part of Purple Mash) to create a jigsaw from a photograph taken of a toy. Present work to a peer and complete each other’s puzzles. <i>As with their Toy Stories, could upload to a Learning Platform or website if available.</i></li> <li>Many app alternatives for creating own jigsaws (e.g. <b>Android - Puzzle maker for kids</b>; <b>iPad – My own puzzle – jigsaw puzzle maker</b>).</li> </ul>	<p>Gold: Can I talk about the benefits of using technology?</p> <p>Silver: Can I say which type of jigsaw I prefer, with reasons?</p> <p>Bronze: Can I use technology to complete a jigsaw?</p>
2	<p><b>Technology in our Lives</b></p> <p>I can use links to websites to find information <i>that is appropriate for my age.</i></p> <p><i>I can recognise different icons and know what they mean.</i></p>	<ul style="list-style-type: none"> <li>Ask the children: <i>How could we use the Internet to find out more information about toys?</i> Respond to the suggestions that children make – address <b>e-safety</b> issues as they arise (e.g. use of Google). Explain that even using a ‘safe’ search engine (e.g. <a href="#">Safe Search Kids</a> or <a href="#">Kiddle</a>) can have problems – demo typing ‘toys’ into the search box and look through the first few results, drawing out why they are unsuitable (too many results, not the information we’re looking for, tricky for us to read).</li> <li>Introduce <a href="#">CBeebies/topics</a> (Or use <a href="#">Infant Encyclopaedia</a> - for those with access to ActiveBYTE resources can download <a href="#">Infant Encyclopaedia icons</a>. This can be simpler for children to identify icons.)</li> <li>Explain to children that this is a special website that is aimed at them (KS1) with lots of useful information and activities – <i>either have website preloaded by TA,</i></li> </ul>	<p>Gold: Can I suggest reasons why it is important to use age-appropriate websites to find information?</p> <p>Silver: Can I recognise what different icons mean?</p> <p>Bronze: Can I explore a website and use links to find information and activities?</p>

<p><b>e-Safety</b></p> <p>I can tell an adult when I see something unexpected or worrying online.</p> <p><i>I can recognise an age appropriate website.</i></p>	<p><i>use a QR code on a tablet or provide a hyperlink. Give pairs of children the <a href="#">icons</a> sheet – play a ‘Bingo’ style game where the children have to explore the site and spot the different icons – encourage them to predict what they think the icon means, then test by clicking and seeing what happens.</i></p> <ul style="list-style-type: none"> <li>• While the children are exploring the website tell them need to watch out for image appearing on the IWB / Projector that shows something unexpected or worrying has appeared on the computer / tablet. Look at <a href="#">image 1</a>, <a href="#">image 2</a>, <a href="#">image 3</a> . Which of these will show that something unexpected or worrying has appeared on the computer / tablet? (image 1 or 2). When these appear what will you need to do? (PCs / laptops practise minimising the window, tablets press home button and then tell an adult). Explain that by doing this the webpage will still be there for an adult to check what you have seen. Randomly put up images during the activity. All the class will need to stop and check that minimising/home button has been pressed. Stickers / class rewards can be used for those who act first or you could have a score for the table who spots it first.</li> <li>• When children have had sufficient time to explore, regroup and check understanding of the meaning of the icons. Draw out why the children think this site is so suitable for them to use. Talk about what the unexpected things that might happen on the computer / tablet could be.</li> <li>• Ask the children to explore one topic and provide time for pairs to talk about what they found out to another pair or to the rest of the class.</li> </ul>	
<p><b>Technology in our Lives</b></p> <p>3 I can recognise the ways we use technology in our classroom and at home <i>by talking about the</i></p>	<ul style="list-style-type: none"> <li>• Discuss with the children what they really enjoy about using the internet – draw out the different purposes of its use (e.g. communication – email/Skype/Facetime; multimedia – iPlayer/Spotify/Kids Tube, gaming – Club Penguin Island).</li> <li>• Discuss the ways in which children play games using technology – the types of games they play, what technology they use, whether they play individually or against an opponent (known or unknown) etc.</li> </ul>	<p><b>Gold:</b> Can I recognise different purposes of activities on the Internet?</p> <p><b>Silver:</b> Can I recognise a range of ways in which technology is used for games?</p> <p><b>Bronze:</b> Can I talk about some of the activities I do on the Internet?</p>

<p><i>different things I use the Internet for.</i></p> <p><b>e-Safety</b></p> <p>I can follow sensible e-safety rules.</p> <p>I can recognise an age appropriate website <i>and know that I need to make good choices about using Internet activities that are appropriate for my age.</i></p>	<ul style="list-style-type: none"> <li>• Talk about age appropriate activities.</li> <li>• Focus on the devices children use to play games - what other functionality do they have? (e.g. internet access, instant chat etc). <b>Remind the children of our e-safety rules.</b></li> <li>• Compile a list of the class' top 10 online activities – revisit at regular intervals and monitor how this changes throughout year.</li> <li>• Continually reinforce the idea of age appropriate activities.</li> </ul>	
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