iMedia

iProgram – rProgram

EYFS PPA Cover Planning

- **Work Schemes**
- **Learning Objectives**
- **Key Skills**

EYFS

rProgram

Unit Length: 5 – 7 hours

Course overview: Throughout the rProgram course the class will start to learn what coding is. They will look at different technology throughout the home and in other environments and discuss their uses. Through looking at different technology they will start to understand how and why things work the way they do.

Learning objective for the course: Throughout rProgram pupils will learn how to code. They will start off very simply by building pathways like a jigsaw, so the character knows where to go. Pupils will then move on to more complex coding and look at using arrows rather than building blocks. The pupils will learn five different parts of a computer and be asked to design their own. Throughout the course pupils will learn about technology and how this may look within school and at home. Pupils will learn what different technology is used for and why it is all so vital in our day-to-day life. Finally, the pupils will learn about clarity. Instructions when coding need to be clear and simple; this skill will be practised as a class and on the apps.

Keywords: Instructions, Programming, Technology, Computer, Tower, Screen, Printer, Mouse, Keyboard.

Apps Used Include: Hopster Coding Safari for Kids; Lab; Amazing Escapes; Code Kart; Code-A-Pillar.

Learning Session 1: For the first lesson of rProgram the class will learn what the word technology means. They will start to look at different objects and start to identify if they can be classed as technology or not. As a class they will also look at different technologies within their classroom and be asked to point any out that they think serves a purpose. Pupils will then start their first coding app Hopster Coding Safari for Kids. Throughout the app pupils will have to provide pathways for animals and begin coding without realising.

Learning Session 2: Learning Session 2 starts with a recap from last lesson and goes on to talk about technology from home and from school. The workshop leader will guide the class through the presentation looking at different technologies and selecting the correct one for a given purpose around the home. The class will then move on to looking at technology from school, and they will be asked to identify the problems that have been solved by the technology presented to them. The main task for the lesson will build on the problem solving they started in week one. They will return to the app Hopster Coding Safari for Kids to complete more complex levels.

Learning Session 3: This lesson will be based around problem solving and why it is so crucial within programming. Pupils will have to tackle a number of situations as a class, running different scenarios to see what the best solution might be, before moving on to Amazing Escapes. This maze app will start the pupils thinking in a logical way, being able to mark out a solution then see if it works is key, and mazes allow the pupils to do this in a simple way. They will have to think fast to avoid enemies and achieve their goals. It will also help improve their motor skills on the iPad as they have to manoeuvre the character using a precise swiping action.

Learning Session 4: In Learning Session 4 the class are introduced to Alex and Oliver the Aliens. They will guide the class through learning their new language. Programming is introduced to the pupils as a new language that they have to learn. Within the new language they must give clear instructions. They will take instructions from Alex and Oliver before creating some for themselves. They will understand why instructions have to be kept simple before moving on to master their new skills on a new app Code-A-Pillar and begin coding more complicated sequences.

Learning Session 5: Learning Session 5 is all about different parts of the computer. The children will learn the names of different computer components and what they do. After a short quiz to see what they now know, the class will return to Code-A-Pillar to continue working their way through the levels.

Learning Session 6: The lesson will start with a recap of everything learnt so far. The workshop leader will again reinforce the meaning of the word technology. Today the word **Programming** will be introduced. They will start to think about why programming machines makes life easier. They will be introduced to their app for Learning Session 6, Code Kart. This app continues to use the arrows which they have grown accustomed to within Code-A-Pillar, but is more technical in that you need a start button as well as involving more detailed instructions.

Learning Session 7: This session will run either as part of a longer half term or a contingency for pupils or classes who have exceeded the lesson plans for the half term.
The class will look at the history of computers and how they have developed. Using knowledge from the workshop leader lead discussion, the children will be able to design their own computers on their iPads and show them to the class in a showcase.

Contingency: Additional lesson plans are in place for less able students and higher ability students.

iMedia

In this document we will provide you with key information relating to our PPA Cover

Secure Website

We have created a login for your school on our website where you can access key information. We have found this is a quick and easy way to provide you with all of the information you require. Using this login you can access all of our risk assessments, insurance documents and relevant policies, as well as a copy of each staff member's DBS with a photo of them for identification purposes. The website address to access this information is **www.juniorjam.co.uk/protected**; please use the username and password details that are on your order confirmation.

OFSTED, Planning and Overview Documents

Shortly after booking the main contact will receive a planning document email; by clicking the links in this email you can view the planning, unit overviews and National Curriculum mapping for each level we are delivering. These documents are really important and vital should OFSTED decide to Deep Dive into one of the subjects we are providing. Please forward this email to the relevant subject coordinator for their records. If OFSTED schedule a visit on a day we are in, please contact the office so we can brief our staff members.

Assessment

From September 2020 our staff will produce a Course Evaluation for each class they teach. This will directly link to the National Curriculum and will detail how the class has achieved key curriculum objectives. This will be done at the end of each half term and will be accessible via the secure section of our website. Junior Jam also offer Reporting & Assessing, where each child receives individual grades at the end of each half term – this is an optional extra and must be requested with your sales agent prior to the course starting. A written report for your students is outside the scope of your PPA Cover contract, however if you give our staff member time and resources within their PPA teaching time, they will endeavour to provide this for you – this time cannot be their lunch or during their break and should be requested via your sales agent. If no time is available within your PPA Cover, additional time can be requested from your Junior Jam sales agent.

Space Requirements

Our iMedia lessons simply require the use of a classroom with an interactive whiteboard. Depending on the activity type we may be required to move desks around to create a more effective space; the staff members will always return the classroom to the state it was found in. The iDesign and iFilm workshops may also utilise outdoor spaces to add to the children's learning; this will always be done with school permission prior to the session beginning.

PPA Questionnaire

Before the first PPA cover session our leader will arrive 30 minutes early to fill in a quick question sheet relating to your school and the classes they will be teaching. If you could arrange for either yourself, a deputy or a class teacher to sit down with our staff member to run through this questionnaire it would be of great benefit to the lessons they run.

iMedia Uploads

Several of our iMedia subjects have work from the students which we can upload to our secure website. Your order confirmation contains the login details, simply click on the 'Media Uploads' tab to see the work that has been completed at the end of each half term. There are some subjects where uploads are not produced due to GDPR and safeguarding; for more information on this please view our Digital Procedure Policy within the secure section of our website.

EYFS rProgram: Early Learning Goals and Prime Areas

The learning pathways for each iMedia subject are in line with the statutory framework for the Early Years Foundation Stage. The content is outlined below and matched to how it will be covered over this module. iMedia levels are topic-based so students will be learning beyond these attainment targets and in real-life contexts.

Our educational programmes involve activities and experiences for the children as follows:

Communication and language:

The children will build their skills in expressing themselves, through a range of speaking and listening activities.

Listening and attention: they give their attention to what others say and respond appropriately while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened, are happening or are to happen in the future.

Personal, social and emotional development:

As the children are working in pairs or small groups they will be learning how to interact in a group setting and the appropriate behaviour that accompanies that. The children will develop respect for the people they are working with and the technology that has been given to them, as well as gaining confidence in their own abilities week by week.

Self-confidence and self-awareness: children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: they work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

Making relationships: children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Understanding the world:

The class will get a chance to explore new technologies each week through the use of different apps and iPad features.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design:

This involves the children being able to explore and play through a wide range of media; they will be able to share thoughts and feelings through music, design technology and role play.

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Playing and exploring: children investigate and experience things, and 'have a go.'

Active learning: children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Creating and thinking critically: children must develop their own ideas, make links between ideas, and develop strategies for doing this.

EYFS rProgram: Learning Objectives and Outcomes

Learning Session 1

Learning Objective:

Today we will learn the meaning of the word Technology.

Learning Outcome:

By the end of the lesson;

All pupils will

- be able to say what technology they need for different scenarios.

Most pupils will

- know that anything that has been invented is technology.

Some pupils will

- be able to point out technology around the room and say what purpose it has.

Learning Session 2

Learning Objective:

Today we are going to learn how to recognise technology at home and at school.

Learning Outcome:

By the end of the lesson;

All pupils will

- be able to recognise different technologies from home and school.

Most pupils will

- be able to choose technology for a purpose from a list of items both at home and at school.

Some pupils will

- be able to say what problem has been solved by the invention of different technologies.

Learning Session 3

Learning Objective:

Today we will be learning how important problem solving is to programming.

Learning Outcome:

By the end of the lesson;

All pupils will

- know that problem solving is finding out why something isn't working.

Most pupils will

- be able to problem solve some simple situations.

Some pupils will

- be able to problem solve slightly more complicated situations.

Learning Session 4

Learning Objective:

Today we will learn how important clear instructions are.

Learning Outcome:

By the end of the lesson;

All pupils will

- understand that instructions have to be clear so people can understand what they are doing.

Most pupils will

- know that you have to give instructions to a program for it to work.

Some pupils will

- be able to say what's wrong with the instructions and correct/shorten them.

Learning Session 5

Learning Objective:
Today we will be learning the different parts of a computer.

Learning Outcome:
By the end of the lesson;
All pupils will

- be able to name a few parts of a computer.

Most pupils will

- be able to name some parts of the computer.

Some pupils will

- be able to name all the five parts of the computer we learnt about today.

Learning Session 6

Learning Objective:
Today we will be learning what Programming means.

Learning Outcome:
By the end of the lesson;
All pupils will

- know that machines and computers run on programs.

Most pupils will

- be able to give instructions with some errors to achieve goals provided by the instructor.

Some pupils will

- be able to provide clear instructions to achieve goals set out by the instructor.

Learning Session 7

Learning Objective:

Today we will learn how to put ideas together and design a new computer.

Learning Outcome:

By the end of the lesson;

All pupils will

- be able to design a new computer.

Most pupils will

- be able to say one way computers have changed since their invention.

Some pupils will

- be able to say why the changes have made it easier for people today, e.g. the size of the computer.

Differentiation within rProgram

Pupils of a lower ability will work through the learning objectives at a slower rate to ensure they understand the key elements of the course. They will stay on each coding app until they are able to move through the levels without support. They will advance through the easier apps rather than moving on to the harder coding apps such as Code Kart.

Pupils of a higher ability may be asked to move on to apps from Lite Level 1 or explore harder parts of the apps they have been working with. Pupils will be encouraged to debug their own work before asking for the instructor's help.