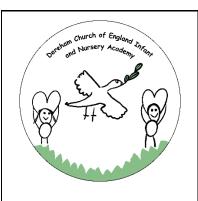
Dereham Church of England Infant and Nursery Academy-Computing





Year group: Nursery

Area/topic: Mini Mash – Making a vehicle (Summer 1)

(objectives from NC/ELG/Development matters)

Physical Development:

Match their developing physical skills to tasks and activities in the setting.

Understanding the World:

Explore how things work.

| Prior learning | Future learning |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Children have had experience of using Mini Mash before during their Spring 2 topic where they used the website to draw a picture. They will now move anto using the app for a specific purpose so will need to select particular actions first. | Although Mini Mash will no longer be used in Reception or KSI, they will progress onto using Purple Mash. |

| What pupils need to know or do to be secure | | |
|--------------------------------------------------------------------|--------------------------------------------|--|
| Key knowledge and skills | Possible evidence | |
| Children to understand what a vehicle is and that we will be | Children to make their | |
| using an iPad to create one. | own vehicle, choosing | |
| Children will begin by learning how to make a car by dragging | the shape, number of | |
| and dropping the correct pieces of the car to the screen. (Use the | wheels and colours | |
| simple vehicle making app on Mini Mash for this objective). | | |

• Children will learn to press the 'play' button to get their vehicle to move.

• Children to learn how to change the colour of their vehicle by

- Vehicle A car, bus, train, coach, plane.
- Screen The part the children will touch and look at.

| dragging the slightly most children cast dropping a correct equilibria. | at particular coloured paint brush to the car. (Use the e advanced vehicle making app for this objective). It add a person to their vehicle by dragging and person from the side of the screen to the car. It learn how to wash their vehicle by selecting the ement from the side of the screen. I learn how to 'delete' something on the screen that they |
|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| no longer v | cant. Children will learn to do this by dragging and citem back to where it came from. |
| za zapra i g | Key vocabulary |
| • iPad licence - | A laminated iPad with iPad rules on one side. Each child has their |
| | ad licence which they must have when using an IPad. |
| • | n online website which provides digital activities for Nursery |

using the app on Mini

Mash.

| Common misconceptions | Books linking to this area |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Children may not understand that they can delete stuff by dragging it back to where they got it from. | |
| Memorable first hand experiences | Opportunities for communication |
| Children to be as creative as they like using the class Mini Mash account to create their own vehicle. | Children can then tell the adults and their friends all about the vehicle they have made on Mini Mash. |

Dereham Church of England Infant and Nursery Academy Reasonable adjustments for pupils with SEND

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|---------|-----------|--------|-------------|
| (amm | unication | and | Interaction |
| CALIBIT | | \sim | |

- Make sure the children are using the correct equipment for them.
- Consider headphones to support the child to hear.
- Have someone available to read any text that is on the screen.

Cognition and Learning

- Consider adjusting the brightness and colour so they can see the screen more easily.
- Have someone available to read any text that is on the screen.
- Shorter steps given at appropriate time.
- Simpler logins.
- · Adult to support with logging in.
- Print out which the different functions and tools on.
- Step by step guide printed out for them to refer to.

Social, Emotional and Mental health

- Timer so they understand when they will need to log off.
- · Clear boundaries.
- Online safety instructions made clear.

Sensory and Physical

- Larger text/equipment.
- Print offs instead of screen time.
- · Appropriate desk, chair, keyboard and mouse.