

	<p>Year group: Nursery</p>	<p>Area/topic: Purple Mash - Digital Art - Adult led (Spring 1)</p>
<p>(Objectives from NC/ELG/Development matters)</p> <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> <li>Sensible amounts of 'screen time'.</li> </ul> <p>ELG - Expressive Arts and Design - Creating with Materials:</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>		

Prior learning	Future learning
<ul style="list-style-type: none"> <li>Children would have been introduced to Purple Mash through the form of 'Mini Mash' in Nursery. They will now use Purple Mash as part of adult led activities.</li> </ul>	<ul style="list-style-type: none"> <li>During Spring 2, children will continue to create art on Purple Mash but will begin to learn how to log on and use the app more independently.</li> </ul>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> <li>Recap knowledge of internet safety rules during a whole school Safer Internet afternoon (6.02.2024).</li> <li>Children to begin to recall some of the internet safety rules they need to remember when using the internet.</li> <li>Children to use their iPad licence to log on to their own Purple Mash account. This should be done with an adult and with the adult talking them through each step.</li> </ul>	<ul style="list-style-type: none"> <li>Adult to firstly set the activity '2Paint' on Purple Mash. Children to use this to create a simple picture with adult instruction and guidance.</li> </ul>

- Children to learn about the different tools on the '2Paint' activity and then the '2Paint a picture' activity on Purple Mash.
- Children to use the tools as part of an adult led activity to create their own artwork.
- Children to discuss how they managed to create their artwork e.g. "I clicked the red pencil and then drew a line with my finger".
- Children to learn how to save and log off with adult support and direction.

- Adult to then set the activity '2Paint a picture' to explore the different styles of artwork on there.

### Key vocabulary

- **iPad licence** - A laminated iPad with iPad rules on one side. Each child has their own signed iPad licence which they must have when using an iPad.
- **Username** - A name which a person can use to log on to their online account on a website or app.
- **Password** - A special code which a person can use to log on to their online account on a website or app.
- **Purple Mash** - A website for children where they can complete different online activities.
- **2 do** - A activity set for the children to complete on Purple Mash.
- **Digital art** - Creating a piece of artwork using a piece of technology.

### Common misconceptions

- Children may find it hard at first to understand that we will be using our finger to create the artwork rather than a pen, pencil or paintbrush.
- Children may also struggle with the concept that they are still creating a piece of artwork. Teachers will need to emphasise that it is still art but it is digital art because it is created and stored on an iPad.

### Books linking to this area

<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
<ul style="list-style-type: none"><li>• Safer Internet Day afternoon (Date to be shared annually based on the date it is being celebrated that year).</li></ul>	<ul style="list-style-type: none"><li>• Children will be encouraged to discuss what they notice e.g. "The red pen changes the colour of my line."</li></ul>

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## Reasonable adjustments for pupils with SEND

### Communication and Interaction

- 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.