**Technology Planner- Early** - **Incorporating Benchmarks**

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| **Curriculum Organisers** | **E's and O's** | **Planned learning Activities** | **Benchmarks to support judgements** | **Evaluation** |
| **Digital Literacy** | **Using digital products and services in a variety of contexts to** | I can explore digital technologies and use what I learn to solve problems and *share* ideas and thoughts.**TCH 0-01a** |  | * Recognises different types of digital technology.
* Identifies the key components of different types of digital technology.
* Logs on to a preferred device with a given password.
* Identifies icons for different applications.
* Opens and close a pre-saved file.
* Identifies and consistently use the close icon.
* Uses digital technologies in a responsible way and with appropriate care.
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| **achieve a purposeful outcome** |
| **Searching, processing and managing information** | I can use digital technologies to explore how to search and find information.**TCH 0-02a** |  | * Identifies and uses images and key words when searching for specific

information.* Demonstrates an understanding of how information can be found on

websites as text, audio, images and video.* Demonstrates an understanding of how they should not use materials

owned by others without permission. |  |
| **responsibly** |
| **Cyber resilience and internet safety** | I can explore, play and communicate using digital technologies safely and securely.**TCH 0-03a** |  | * Demonstrates an understanding of appropriate behaviour and language

in the digital environment.* Demonstrates an understanding of the importance of passwords and

passcodes for example access to school building. |  |

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| **Food Textile** | **Food and Textile** | I enjoy exploring and working with foods in different contexts**TCH 0-04a** |  | * Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading
* Demonstrates simple techniques with textiles, for example, threading cards, selecting materials, gluing,
* Explores and identifies at least two ideas by using given resources to solve the problem
* Selects an appropriate solution.
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|  | I enjoy experimenting with a range of textiles**TCH 0-04b** |
|  | I can share their thoughts with others to help further develop ideas and solve problems.**TCH 0-04c** |
| **Technological Developments in Society and Business** | **Awareness of technological developments (Past, Present and Future), including how theywork.** | I enjoy playing with and exploring technologies to discover what they can do and how they can help us.**TCH 0-05a** |  | * Discusses times when they have used different technologies.
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| **Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment.** | To help care for the environment, I reduce, re-use and recycle the resources I use.**TCH 0-06a**I understand how local shops and services use technologies to provide us withwhat we need and |  | * Understands what can be reduced, re-used and recycled.
* Gives examples of how people (for example police, fire, healthcare) who help us use technologies in their everyday work.
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|  |  | want in our daily lives.**TCH 0-07a** |  |  |  |
| **Craft, Design, Engineering and graphics** | **Design and constructing models/produc t** | I explore ways to design and construct models.**TCH 0-09a** |  | * Builds models using different materials eg. junk modelling, wooden blocks
* Uses tools and materials (paper, card, wood, plastic) to create models
 |  |
| **Exploring uses of materials** | I explore everyday materials in thecreation of pictures/models/co |  | * Describes materials by touch for example sticky, squidgy, soft, fluffy, hard, rough, wet, heavy, light.
* Uses a range of materials when creating a pictures/models/concepts eg... .. .
* Identifies when a material is suitable

or not for specific function or task eg.... |  |
|  | ncepts**TCH 0-10a** |
| **Representing ideas, concepts and products through a variety of graphic media** | I explore and discover different ways of representing ideas in imaginative ways.**TCH 0-11a** |  | * Uses a range of materials (natural and man-made) and resources to create pictures.
* Shares ideas with others.
* Recognise 20 shapes and how they can be used to visually represent ideas/concepts.
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| **Application of** | I explore a variety of products covering a range of engineering disciplines.**TCH 0-12a** |  | * Recognises engineering in the world around them for example bridges, construction, electronics, computers.
 |  |
| **Engineering** |
| **Computi ng** | **Understanding the world through computational thinking** | I can explore computational thinking processes involved in a varietyof everyday tasks |  | * Identifies and sequences the main steps in an everyday task to create

instructions/an algorithm for example, washing hands. |  |

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|  |  | and can identify patterns in objects or information**TCH 0-13a** |  | * Classifies objects and groups them into simple categories for examples, groups toy bricks according to colour.
* Identifies patterns, similarities and differences in objects or information such as colour, size and temperature and simple relationships between

them. |  |
|  | **Understanding and analysing computing technology** | I understand that sequences of instructions are used to control computing technology.**TCH 0-14a** |  | * Demonstrates an understanding of how symbols can represent process and information.
* Predicts what a device or person will do when presented with a sequence of instructions for example, arrows drawn on paper.
* Identifies computing devices in the world (including those hidden in appliances and objects such as automatic doors).
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|  | I can experiment with and identify uses of a range of computing technology in the world around me.**TCH 0-14b** |
| **Designing, building and testing computing solutions** | I can develop a sequence of instructions and run them using programmable devices or equivalent**TCH 0-15a** |  | * Designs a simple sequence of instructions/algorithm for programmable device to carry out a task for example, directional instructions: forwards/backwards .
* Identifies and corrects errors in a set of instructions.
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