Computing Opportunities in Early Years

We believe it is important to prepare our children for life in a digital world from an early age and as such the children in early years have the opportunity to learn about computing through their early learning goals in a variety of ways.
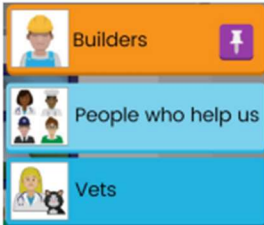
Understanding the World

Early Learning Goal:

Past and Present

Children at the expected level of development will:

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Resources	Lesson ideas
Topic Pins: (Mini Mash) **People Who Help Us** **Vets** **Builders** Builders People who help us Vets	Use the PINS in Mini Mash to pin the topics to the front of Mini Mash to allow the children to access the resources. You can also access resources in Purple Mash by using the search tool in Purple mash and searching for the resources. **Lesson ideas: -** • Ask children what they know about these people and the roles they play in society. • How do these people help us? What do they provide for us? • Do they need any special tools to do their job? • Do you think they did their jobs differently in the past?

Old and New Slideshows (Mini Mash) **Toys** **Toys from the Past** **Vehicles** **Vehicles from the Past** **Seaside** **Seaside in the Past**	Slideshows of images from the present and past to compare. **Lesson ideas: -** • Children can discuss the differences which they recognise and use a starter for discussion about how other things have changed from the past. • How are the toys different in the past? What are they made out of? • Have you ever seen a toy like this in real life? • How are the vehicles different? Do you prefer the vehicles now or the vehicles in the past? • Have you ever seen any vehicles like this on TV or in a book? • How is the seaside different? • Would you have liked to visit this seaside in the past?

Understanding the World
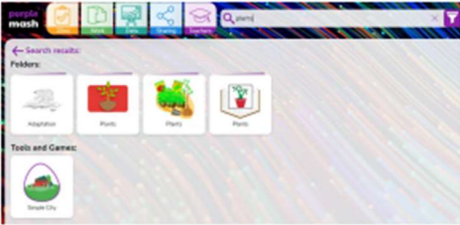
Early Learning Goal:
The Natural World

Children at the expected level of development will:

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
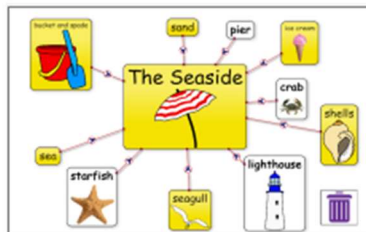
Resources	Lesson ideas
Topic Pins (Mini Mash) Under the Sea Seasons Autumn Winter Summer Spring Growing Garden Baby Animals Farm Minibeasts Pets	**Lesson ideas: -** • Within Mini Mash there are a number of topic packs (referred to as PINS), which the teacher can select to turn on or off and allow the children to access the resources. • Each topic pack has a slideshow about the topic which contains pictures for discussion to start the topic with the children. • The slideshows are a starting point for the topic, and an opportunity to give the teacher time to assess the children's knowledge about the topic and to plan for ideas and additional activities about the topic. • Each topic pack also consists of teachers PDF resources, new words which can be introduced with the topic, pictures to support the topic and images which can be used by the children to create their own resources for classroom use. • Each topic also consists of resources for the children to use based around the topic e.g. jigsaws, pair games, mashcams, paint projects. Use these resources as talking points with the children.
Seaside Space Weather Zoo	All activities and PDF resources have been created for each topic to support, discussion, language development, hand eye coordination etc. and opportunities to extend creative ideas for the teacher in the classroom
Topics (Purple Mash)	**Lesson ideas: -** There are a vast number of resources in the topic section on Purple Mash. The resources in the topic section support different age ranges. • To quickly find any resources to support the topic you are doing, type in the topic name in the search bar on the home page of Purple Mash, this will show you all the resources on Purple Mash and Mini Mash which support the topic. • Use the paint projects and the writing templates to help to support the topic in the classroom. • Let the children use the activities alongside the 'real' activity being carried out in the classroom or outside area. • Provide opportunities to talk to the children about what they have found in the natural world and what they are creating using the computer.
Simple City (Mini Mash and Purple Mash)	**Lesson ideas: -** Simple City provides an opportunity for the children to visit different places on the Simple City map. • Talk to the children about the different places that they could visit in the city. What can they see on the map? • Who do they work in the different places? • What do the children think it would be like to visit the place?

	• How are the place different? • What would it be like to visit the farm? What would it be like to visit the vets? • Do the children live near to any of the things they can see in Simple city? • What do they live near to and what is it like? • Have the children ever visited any of the places in Simple City (The Farm, the park, the vets etc.)? What was it like when they got there? • Where would the children like to visit that they haven't been to before? Why would they like to go there? What do they think they will see when they get there?
2Connect (Purple Mash) 	**Lesson ideas: -** • Use 2 Connect as a teacher's resource to talk to the children about all the things they know about a topic you are thinking about. • What do the children know about your topic already? • For example, if you are talking about seaside places and what it might be live to live there, find out if the children have ever been and what their experiences are. • Use a starting colour (e.g. yellow) to write down all the things that the children might know then add to this with a different colour to show all the new things/words which the children have found out about. • If you visit the place, add photographs as part of the 'web' to remind the children of the experiences they had of visiting the environment.

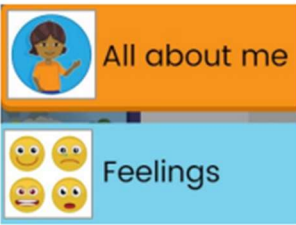# Personal, Social and Emotional Development

Early Learning Goal: Self-Regulation

Children at the expected level of development will:

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Resources	Lesson ideas
Topic Pins **(Mini Mash)** All about me Feelings	**Use the topic PINS on Mini Mash:** All About Me Feelings **Lesson Ideas :-** • Allow children access to the resources, including slideshows, jigsaws and paint projects on the topic of feelings. • Children can discuss the different feelings that they experience, what can make them feel like that as well as any physical responses they might have with that feeling. **Paint Projects** Myself (Found within 'People' paint projects)
happy sad scared angry Abc	**Lesson Ideas :-** • The variety of paint projects could be used to aid discussion on themselves, their emotions and how they are feeling in a specific situation. • Ask children to paint how they are feeling, and them try to explain their feeling. Ask children to draw how they might be feeling if they were given a present, or if someone took a toy from them etc. **Use the search tool on Purple Mash to search for resources to support the topics Feelings and about me.** • Use the resources as an opportunity to talk to the children all about themselves. • How are people different how are people the same. • Talk about the things that make us happy. • Not everyone likes the same things and things that make one person happy might make another person sad. • We are all different and that's what makes us all very special. • We need to understand when someone is sad and if we can try to help them feel happy again. There are several resources which will support these topics, including slideshows of images showing children's faces expressing different feelings, faces to paint to show different feelings and other resources to talk about and include in your topic resource pack.

Personal, Social and Emotional Development

Early Learning Goal: Managing Self	Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Resources	Lesson ideas
Different resources (Mini Mash & Purple Mash)	**Lesson ideas: -** Use the Mini Mash home screens to provide an opportunity for the children to explore a new environment and different activities. • Show the children how to find their way around the Mini Mash home screens. • Try clicking on some of the objects on the pages. - What happens to the bird in the tree? - What happens to the sunshine? • Talk to the children about what happens when they explore and which part of the screen they like clicking on the best and why? • Show the children one of the activities e.g. the painting tools in the drawing and painting area. • Let the children explore painting with the tools, creating a picture and printing out the finished picture. • Let the children explore other sections of Mini Mash and find their way in and out of each of the areas. • Let the children work in pairs and explore things together.
	• Give the children the opportunities to talk about what they have found out and to show each other how to do things. • Find out which activities the children enjoy doing the most. • Let the children talk to the class about the things they have found out about, the different activities they have tried. • Encourage the children to show the other children work that they have saved in their trays and to talk about what they have created and how they created it. • Encourage the children to show what they can do using the interactive whiteboard. • Encourage the children to ask for adult or child help if they can't find some thing or need help with an activity. • Encourage those children who are familiar with the activities, to help and support those children who are struggling and 'buddy' with the children who may need some extra help. • When starting a new topic or doing a new activity ask the children to find out if there is anything that will help them on Mini Mash or Purple Mash. Let the children explore the resources and use anything which they think will help them.
Topic Pins (Mini Mash)	**Use the topic pin to learn about healthy foods:** Food Grocers **Lesson Ideas :-** • Show the children the slide shows in either topic pin and ask the children if they can identify what they see. Ask them which of the foods they enjoy and which ones are healthy. • Use the Greengrocer or Chef Mashcam and allow the children to record their voices and what they know about fruit and vegetables and why we should make healthy choices.

Personal, Social and Emotional Development

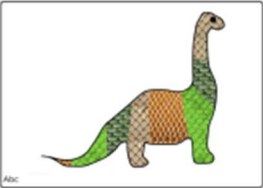| Early Learning Goal: Building Relationships	Children at the expected level of development will: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Resources	Lesson ideas
Using tablets **(Purple Mash and Mini Mash)** 2Explore 2Beat Diver 4 Piece Jigsaws	**Lesson ideas: -** **2Beat and 2Explore** • Use 2Beat and 2Explore on the iPad as musical instruments. • Let the children explore creating music and sounds. • Use the iPad to take turns to create music and sounds, let the children play each other's creations. • Let the children use the iPad as part of their own 'band' of musical instruments. • Who is going to create sounds on the iPad first? Who will use it next? • Which musical instruments will the children choose to play? • Let the children decide how they are going to organise all the instruments and where they will sit to play the different sounds. • Let the children take turns at using the iPad as part of their band. **Mashcams** • Let the children explore with each other taking photographs by using the Mashcams and creating their own pictures.
	• Talk to the children about taking photographs and find out how many children like /dislike having photographs taken. • Some children may not like having selfies or being on photographs, others will love it! • It is a good opportunity to talk about this with the children reiterating that we are not alike and we should not expect that everyone likes to do the same thing. • Giving children opportunities to explore some things by themselves may help them to become more confident amongst their group of friends. • Work with the children to create their own photo booth in the role play area. • Talk about how the photo area could be set up for taking photographs. Give the children some cameras to use to 'role play' being the photographer or cameraman. • Remind the children about being careful taking photographs and always to ask first before taking pictures (even if the cameras do not work). • Who will be the photographer? • What does the photographer do? • Which Mashcam will you use to take your picture? • Let the children take turns taking their own photographs and saving their work. • Let the children organise their role play area to have access to Mashcams either with the PC or tablet.
Using the PC **(Purple Mash and Mini Mash)**	**Lesson ideas: -** • Let the children use the computer independently to login. • Give the children opportunities to work as a pair on different activities within Mini Mash and Purple Mash. • Talk to the children about taking turns and sharing the resources. • Talk about making choices and allowing each other to make choices, not always expecting to be the first one to choose. • Let the children take turns using the mouse and take turns to choose the activity that they want to do.

	- Use a sand timer to help the children to mark an amount of time to have on the computer. - Give the children the opportunity to organise the activity themselves, who will go first, who will go second? Let the children set up the timer and be responsible for choosing the activities.
Using Interactive Whiteboards **(Mini Mash & Purple Mash)** 	**Lesson ideas: -** - Explain to the children that they need to work one at a time to do the activity. - Choose a small group of children (e.g. 5) Put the numbers 1-5 in a box and let the children choose a number. - Who has number 1? They will go first this time, who has number 2 etc. - Let the children come out one at a time to contribute to the activity. - Let the children take turns using their numbers to help them to remember who is first, second etc. **Simple City and Maths City** - Use the drag and drop activities on the interactive whiteboard to share activities for the children to work together on. - Talk to the children about taking turns and working at the whiteboard one at a time. Choose the drag and drop activity you want the children to create e.g. a garden. - Talk to the children about the picture that they are going to make, show them how to drag the object onto the screen and to watch carefully to see if anything happens. **2Paint** - Use the interactive whiteboard for painting and drawing tools and to give the children experiences of working together to create their own pictures.

Physical Development

Early Learning Goal: **Gross Motor Skills**	Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Resources	**Lesson ideas**
Outdoor Scene **(Mini Mash)** 	Look at the outdoors area screen on Mini Mash. - What are the children doing outside? - Why do you think the children are outside and not inside? - Why might it be better for some of the children to be outside? - What do they enjoy in the outside area in school? - What do they enjoy doing at home? - What other things do you do in your outside area? - How do you keep safe when you are outside?

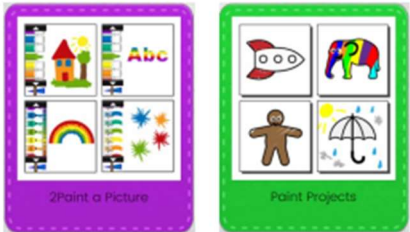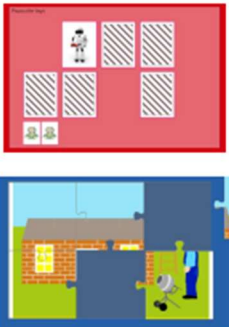# Physical Development

Early Learning Goal: Fine Motor Skills	Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

Resources	Lesson ideas
2Handwrite **(Mini Mash and Purple Mash)** 	Use 2Handwrite to demonstrate, record and play back letter formation, handwriting joins and spelling patterns. Works well with an Interactive Whiteboard or touchscreen. **Lesson ideas: -** • Make the lines wider by clicking on the magnifying glass and demonstrate the formation of letters on 2Handwrite for children to replicate on paper or small whiteboards. • As well as letters, model simple handwriting patterns such as a wavy lines etc for children to experiment with. • Leave 2Handwrite open on the interactive whiteboard or on iPad for children to engage during continuous provision.
2Paint a Picture **Paint Projects** **(Mini Mash and Purple Mash)**	**Lesson ideas: -** • Give the children the opportunity to explore the resources in Purple Mash using a range of tools.

	• Use the interactive whiteboard and 2Paint as part of continuous provision to encourage gross motor movements. • Use 2Paint on an iPad to help with fine motor skills and movements giving opportunities for children to practise their accuracy and care in drawing. • Open the paint projects based on topics which the children are learning about for children to colour in with different coloured and textured pens. • When completed, these paint projects can be printed out for children to cut around to practise cutting skills.
Jigsaws and 2Pairs **(Mini Mash)** 	Children can practice fine motor skills and movements through playing games which include dragging and dropping. **Lesson ideas: -** • Allow children to access the games in continuous provision, either using a mouse on a PC or fingers on an iPad, children will develop hand and eye coordination.

Mathematics

Early Learning Goal:

Numerical Patterns

Children at the expected level of development will:

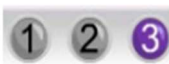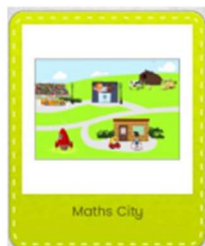Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Resources	Lesson ideas
Maths City 1 **(Mini Mash and Purple Mash)** Maths City Sets the level of the activity	**Lesson Ideas: -** _**Car Race**_ (Select this activity from the main Maths City 1 page). Now choose the middle icon on the top row. **Level 1** • Move the different cars onto the road to match the outline shape of the car. • Press the green arrow, the go button in the centre to see what happens. • Why do some cars go faster than other cars? • Which numbers goes the slowest, which number goes the fastest? **Level 2** • Add the cars to the road wherever you want to place them. • Which car do you think is going to go the fastest? Why? • Which will be the slowest car? Why?
Car Race 	**Level 3** • Now add the vehicles you want to use, on the road. Add a number to the vehicle. • Which number will you chose? Why? • Which numbers will be the best numbers to use if you want to be one of the winners. • Which will be the fast vehicles? Which number should you add? **Now choose the middle icon on the bottom row. (Matching numbers 1-5)** **Level 1** • Match the correct number on the car to the lane the car should be in, 1-5. • Press the green, go, arrow key to see who comes first in the race. • Which car came first? • Is that the car that you chose? • Give the medal to the winner. • Which car number will you choose next time? **Level 2 (Matching numbers 1-10)** • Match the correct number on the car to the lane the car should be in, 1-10 • Press the green, go, arrow key to see who comes first in the race. • Which car came first? • Is that the car that you chose? • Give the medals to the first, second and third car to win. • Which car number will you choose next time? **Level 3 (Matching numbers 1-10)** • Match the correct number on the car to the lane the car should be in, 1-10

Mathematics

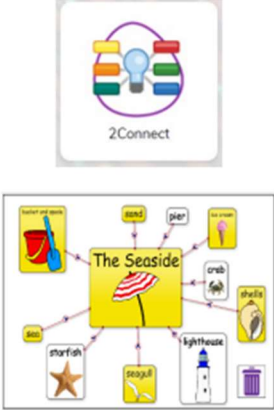| Resources	Lesson ideas
Maths City 1 **(Mini Mash and Purple Mash)** Maths City 1 2 ③ Sets the level of the activity	**Lesson Ideas: -** *Car Race* **(Select this activity from the main Maths City 1 page).** **Now choose the middle icon on the top row.** **Level 1** • Move the different cars onto the road to match the outline shape of the car. • Press the green arrow, the go button in the centre to see what happens. • Why do some cars go faster than other cars? • Which numbers goes the slowest, which number goes the fastest? **Level 2** • Add the cars to the road wherever you want to place them. • Which car do you think is going to go the fastest? Why? • Which will be the slowest car? Why? **Level 3**
Car Race	• Now add the vehicles you want to use, on the road. Add a number to the vehicle. • Which number will you chose? Why? • Which numbers will be the best numbers to use if you want to be one of the winners. • Which will be the fast vehicles? Which number should you add? **Now choose the middle icon on the bottom row. (Matching numbers 1-5)** **Level 1** • Match the correct number on the car to the lane the car should be in, 1-5. • Press the green, go, arrow key to see who comes first in the race. • Which car came first? • Is that the car that you chose? • Give the medal to the winner. • Which car number will you choose next time? **Level 2 (Matching numbers 1-10)** • Match the correct number on the car to the lane the car should be in, 1-10 • Press the green, go, arrow key to see who comes first in the race. • Which car came first? • Is that the car that you chose? • Give the medals to the first, second and third car to win. • Which car number will you choose next time? **Level 3 (Matching numbers 1-10)** • Match the correct number on the car to the lane the car should be in, 1-10 • Press the green, go, arrow key to see who comes first in the race.

Early Learning Goal:

Writing

Children at the expected level of development will:

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Resources	Lesson ideas
Mashcams **(Mini Mash & Purple Mash)** Diver	**Lesson ideas: -** • Use the Mashcam to write in the speech bubble. • For emergent writer's you can switch to a paintbrush to make marks in the speech bubble instead of using the text tool. • Choose a character to support the topic/theme e.g. under the sea. • Let the children explore through role play what it would be like to be a diver under the sea. • Use the speech bubble to write what the diver might be saying as they swim under the sea. • What are they looking for? • What can they see? • What does it feel like to be a diver? • Let the children add their own words to the speech bubble, which might be a list of all the things that they might see. • Give the children the opportunity to look at each other's work and to read and talk about the things they have written. • Choose some of the children's work to show on the interactive whiteboard. • Can the children read what is in the speech bubble?
	• As a class teacher, create your own Mashcam, can the children read what you have written?
2Connect **(Purple Mash)** 2Connect The Seaside	2Connect is a concept mapping app and is great for mapping ideas and planning stories. **Lesson ideas: -** • Use 2 connect to think about the story you have just read and to plan a class story that you are going to make as a class. You can write the class story book using 2 Create a Story. • Use 2Connect to start a new topic/theme with the children. • Gather together from the children all the things they might know about the topic. • Use one colour to show all the things the children currently know about the topic. • At the end of the topic use a different colour to show all the new things that the children have found out about the topic. • Can the children read all the new words? • Leave the 2Connect file on the interactive whiteboard, let the children use the words to copy from and write their own labels for the classroom/ role play area.
2Create A Story **(Mini Mash and Purple Mash)**	**Lesson ideas: -** • Use 2Create a Story to make a class story based on a story you are reading about, or a new story that you are going to write as a class. • Change the story to be 'your' story. Change the characters/the ending, for example write your own version of the story of Little Red Riding Hood. • As a teacher, make the story by adding some pictures and animation ready for the children to start to add the writing.

 2Create a Story	• Let the children compose the sentences and you type in the story as the children start to put the story together. You may want to use all the ideas from the planning that you did using 2Connect. • Having put together a class story, let the children have the opportunity to use 2Create a story to make their own story book. • Give the children time to explore the program first and maybe start by letting the children make the front cover of the book and writing a sentence which says what the story is going to be about. • Depending on the children's ability to use the keyboard and time allowed, let the children put together their story with a sentence for each page.
Writing Templates (Mini Mash) Writing Templates	On Mini Mash, there are selection of writing templates which are adapted for Early Writing: **All About** **Picture and Text** **Celebration Card** **Symmetry Picture and Writing** **Postcard** **List** **Lesson ideas:-** • Write a card to a friend to celebrate a birthday or other special occasion. • Complete a paint project picture and save it, import into an All About or Picture and Text template and ask children to write some sentences about their picture. • Use Picture and Text to write your own signs to put around the classroom, washing hands, keeping safe, storing resources etc. • Write a postcard to a family member after a visit to the park, or when learning about the seaside. • Write a shopping list of items needed to make a healthy snack.

Literacy

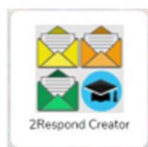| **Early Learning Goal:** Comprehension	Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Resources	**Lesson ideas**
Mashcams (Mini Mash and Purple Mash) Pirate	**Lesson ideas: -** • Use the Mashcam to create a character for the children. • Add some simple sentences to the character's speech bubble for the children to read. • What is the character saying? • Make a list of things that the character wants the children to do, can the children read the list and follow the instructions? • Introduce new words to the instructions. • Use characters that are part of a class topic e.g. People, who help us. • Print out the character with the speech bubble, laminate and write on/wipe off the instructions you want the children to read. For example, use the builder in the construction area, write in the speech bubble the activity you want the children to do. • Can the children work together to read and find out what the builder wats them to build?

2Email 2 Respond (Purple Mash)	Lesson ideas: -
 2Email 2Respond Creator Letters to Santa Barnaby Bear Anna's Day Out at the Seaside.	• Write an email and send it to your class using 2Email. • Read the email together with the class. • The email might be inviting the children to visit a farm (or other class visit you have organised). • Let the children read the email with you and help you to send the reply. • Use the 2Respond activities in 2Email to give the children the opportunity to respond to a character. This could also be done as a class activity. • Select Barnaby Bear and read the email he sends to you. He will ask you to carry out some activities and he will email you back. This is a lovely way for the children to see and respond to email whilst reading the content and composing a reply. • As the children become more confident readers they could read and reply to the email themselves. • Try creating your own 2Respond email for the children to read and respond to. You can then decide on the level of the text for them to read and content of the email. • Choose a character from a story the children are familiar with e.g. the Gruffalo and send an email from a character that the children can respond to.

Expressive Arts and Design

Early Learning Goal: Being Imaginative and Expressive	Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

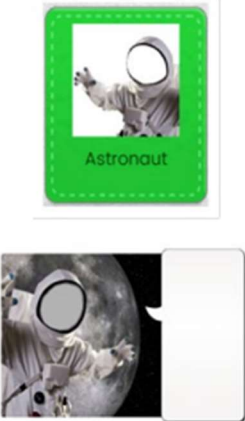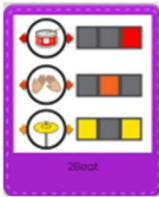| Resources	Lesson ideas
2Create A Story (Mini Mash & Purple Mash) 	2 Create A Story provides an opportunity for story writing through, the use of, multimedia tools. The children can add clip art and their own images, their own voice recording and their own musical sounds, as well as adding movement to their picture and finally playing their pages like a book and listening to all the sounds added. Let the children explore all the elements of the app individually before starting to put the elements together. Explore recording sounds with the picture, explore adding animation to the picture and explore how to run the page to see what happens to all the elements you have added. Lesson ideas: - • The teacher to create their own storybook to play back and listen to with the children. This could be linked to a story the children have already read but with different characters and plot. • The teacher and the children to make a class story together.

	• The children to create their own stories using the record tool to record their own voice. • Play back the children's stories for all the children to listen to, can the children recognise each other voices? • In Mini Mash, make a tray with all the storybooks in which the children have created. Let the children have the opportunity, to go to the storybook tray to read though the stories and to talk to each other about the stories they have made.
Mashcams **(Mini Mash & Purple Mash)** Astronaut	Let the children become the character they want to be by using their own photograph as the face of the character. Many of the character are linked to themes or topics which could be developed through role play activities e.g. People who help us, pirates, zookeeper etc. **Lesson ideas: -** • Use the Mashcam characters to support role play activities which the children may be engaged in. • Let the children choose which character they would like to be. • What do the children think it would be like to be that character? • Let the children take on the role of the character in the role play area. • Let them take photograph of each other in role play. • Let them upload their face into the Mashcam. • Use the record button within the Mashcam to record the children acting out the character. • What will your character sound like? Can you make the sound of the voice that your character might use? • Print off a blank picture of the Mashcam, laminate it, use it as a wipe board to let the children draw their own face in the picture and reuse by wiping clean.
2Beat **(Mini Mash & Purple Mash)** 2Beat	Use 2Beat to explore making different sounds with different instruments. Try the different instruments, what do they sound like? **Lesson ideas: -** • Listen to the different instruments and make a choice of what you are going to use. • Create your tune by clicking on the boxes next to the instruments you have chosen. • Play back what you have created so far. • Try changing the tune by changing the number of boxes you select. • Change the instruments. • Play the tune fast play it slow. Which do you prefer? • Make the tune longer by adding more beats. • Can you make a tune which sounds like people running fast? • Can you make a happy, playful tune? • Can you make a sad slow tune? • Play your tunes for your friends, what do they think?
2Explore **(Mini Mash & Purple Mash)** 2Explore	Use 2 Explore to listen to all the different instruments, drums, chimes, bells etc. **Lesson ideas: -** • Let the children explore all the different sounds in 2Beat. • Ask the children to record the sounds that they have chosen. • What does their selection of instruments sound like when they play the back? • Can they make their tune go faster or slow it down? • Do the sounds they have chosen, make them feel happy or sad? • Let the children use 2Explore on the interactive whiteboard and explore making music and sounds in small groups. • Save what the children have created onto a display board and let them play each other's creations.

Expressive Arts and Design

Early Learning Goal:	Children at the expected level of development will:
Creating with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Share their creations, explaining the process they have used.
	Make use of props and materials when role playing characters in narratives and stories.
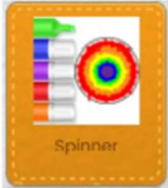
Resources	Lesson ideas
2Design and Make (Purple Mash) 2Design and Make	Let the children explore and create 3D models. **Lesson ideas: -** • Give the children the opportunity to explore using 2DAM, seeing their 3D model on screen before they create their own ideas. • What happens when the children move the hot spots (grey circles) on the models? • How far can they drag the hot spots to change the shape of the model they are creating? • Create a class train, let the children design and create their own carriage for the train. The train could be used to carry lots of imaginary characters around the classroom. • What colour will the carriage be? • What shape will the carriage be? • Who will their carriage be for i.e. a tall carriage might have all the giants from the stories inside! • Can you build a house for a Gruffalo? What size of a house would he need? what would it look like?

	• Can you make your model using other 'junk' materials? • Can you make you model using construction materials?
2 Paint a Picture (Mini Mash and Purple Mash) Wetpaint Slice	Leave the 2Paint projects or 2Paint on the whiteboard/screen as part of continuous provision. Give the children opportunities to explore the other Painting tools in 2Paint a Picture. **Simple** **Slice** **Spinner** **Wet Paint** **Swirly** Use the above painting tools to and think about how which tool you would use to create different pictures and patterns. **Lesson ideas:-** **Wet Paint** • Let the children explore changing the level of water to add to the paint. What happens when you add more/less water. • Can you mix different colours of paint together, try letting the paint drip and run together to make different patterns and colours. • Can you do the same thing with ordinary paint and water? • What kind of pictures could you paint with the wet paint tool? • Change the size of the brush to make thick and thin lines add as much water as you can, what happens to the paint? • Can you try the same using paint and paper? **Slice** • Create your pattern on the page, move the slicing tool to create a bigger section. Add more to the pattern, what happens to the pattern on the page? Make your slice smaller and add a pattern, what happens to the pattern?

  Spinner Swirly	• Make a pattern using thick and thin lines, change the size of your pen. • Make a pattern using small spots, use lots of different colours. • Make a pattern using large spots how is it different to the small spots pattern? • What kind of patterns can the children see around them in the classroom and outside? **Spinner** • Use the spinning tool to create patterns using and mixing different colours. • What happens when you make the plate spin fast? • What happens when you add the paint to a slow spinning plate? • What happens when you change the thickness of the paint brush and make it thicker and thinner? • Can you make a pattern using warm colours? • Can you make a pattern using cold colours? • Print out the patterns the children create and use them to create the body of a long hungry caterpillar winding its way around the classroom walls. **Swirly** • Create pattern with circles. Change the size of the circles. • Can you make a pattern using only one colour but find different shades of the colour to create the pattern with? • Can you draw a picture made out of circles? Can you draw a face? A flower garden? • What can you create? • Can you see anything around you with swirly patterns? • Look for patterns around you and outside which have circles in them. • Paint water patterns outside with big swirly patterns in them. • Make painting patterns with swirly patterns in them.

Communication and Language

Early Learning Goal: **Speaking**	Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Resources	Lesson ideas
Mashcams (Purple Mash and Mini Mash) Astronaut	Mashcams can be used to create an imaginary role play situation for the child in which the child's face can be added by drawing it or adding a photograph. The child becomes the character. Lesson ideas: - • Provide opportunities for children to express themselves through other characters. • Allow some of the more reluctant speakers to talk through role play. • Give the children the opportunity to talk with others by taking on a character's role and speaking in the style of the character e.g. a pirate, a spaceman etc. • Develop speaking and listening skills through recording the children being the character and listening to themselves taking on the role. This can be done using the record function in Mashcams. • Let the children take on a name for the character.

	• Give the children a scenario to talk about.
	   - What would it be like to...?
	   - What would happen if....?

2Create A Story (Mini Mash & Purple Mash) 	Use the 'My Story' level in 2Create A Story to create resources for the children to use and talk about. **Lesson ideas: -** • Create a book about events which have taken place in the classroom or school or which may be based on a trip out to the farm etc. • Use images you have taken to add to the pages and text appropriate for the children to read, using key words. • Use the books as 'talking points' for the children. Can you remember when? What was happening in this picture? Who is this a picture of? What were they doing? It may also be helpful to create a book in preparation for an event, showing the children what they will visiting and reminding them about the things they will be doing. e.g. a visit to the farm or the park. • When will we be going? • Can you remember what day we are going on? • How will we get there?

Communication and Language

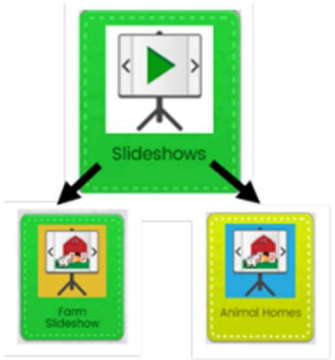| **Early Learning Goal:** **Listening, Attention and Understanding**	Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Resources	**Lesson ideas**
Simple City (Mini Mash & Purple Mash) 	Use the slideshows in all the Simple City resources to talk about what is happening in the photographs. There are two sets of slideshows in each of the topic sections one showing the role of the adult e.g. the builder. The second shows how the children have created their own environment to support the topic. This is great way to introduce some of the topics like the garden centre and to be able to stop and start the image slideshow, talking about what is happening in the image and what the people in the images are doing. **Lesson ideas: -** • The children can copy what is happening in the slideshow. • Discussion about the slideshows, how do you think the children have created their own vet's role play area or garden centre?

The Farm The Café The Doctors The Vets The Zoo The Garden Centre The Builders	• Could we make our own garden centre in our classroom? • What would we need? • How would we do it? Leave the slideshow running on your whiteboard/screen for the children to go back to and listen to. Let the children create their own role play area setting up their own vet's area etc.
Slideshows **(Mini Mash)** 	Within Mini Mash there are many different topic pins which the teacher can select and make available for the children to use. Topic pins contain slideshows or stories to help introduce the topic e.g. farm slideshows. Each slideshow is a series of pictures to support discussion and language development. **Lesson ideas: -** • Recall any stories, they might remember linked to the topic e.g. The Three Billy Goats Gruff (farm animals). • Find out what the children already know about the topic. • Use the images to introduce the children to things they might not have experienced before e.g. cows being milked. • Go through the images in the slideshows and talk about what they can see in the picture, what do they know about what is happening in the picture. • Use the images to help to develop the role play area. Let the children decide what they will need to set up their own farm etc. • Use the images as a stimulus for mark making and writing. • Use the images to create ideas for painting, den making, construction etc.