

Technology Route Map

All Classes will follow the same Technology route map. The progression has been split into KS1, Lower KS2 and Upper KS2 to reflect the expectation set out in the NC 2014. The steps of the route map are linked to the specific skill area being covered and there will be a clear difference between how each step is approached across age ranges. Below is the progression we will follow.

Step 1-We Share (key vocabulary and discussions about the technology aspect are developed, with pupils gaining an understanding of what they will be able to produce within a given skills area)

EYFS/KS1	Lower KS2	Upper KS2
<p>Explain the technology skill area. Discuss what will be covered through the half term.</p> <p>Children look at examples that have been created previously which may be done through using the whole school technology portfolio or from WAGOLL's from previous classes. It may also take the form of real life examples from the web.</p> <p>Share key vocabulary and apps relevant by displays on the class technology wall.</p>	<p>Explain the new technology focus. Discuss what will be covered through the half term. Pick out aspects from the assessment criteria which will be focused on and share where they can be found in the iPad folders.</p> <p>Children consider the technology they have used previously in the skill area and look at new possibilities or how to develop their use of an app further.</p> <p>Share key vocabulary and apps relevant by displays on the class technology wall. These should be compared to previous years.</p>	<p>Explain the new technology focus. Discuss what will be covered through the half term. Pick out aspects from the assessment criteria which will be focused on and how this will develop their skills further.</p> <p>Children consider the technology they have used previously in the skill area and think about what they might need to use to further develop this skill area.</p> <p>Share key vocabulary and apps relevant by displays on the class technology wall. These should be compared to previous years and children should start to make more decisions about the apps and technology they choose for a skill area.</p>

Step 2-We play (children explore and experiment with the chosen technology, developing their ability to use and manipulate the different features whilst developing a good overview of how the technology works).

EYFS/KS1	Lower KS2	Upper KS2
<p>Children gather knowledge by:</p> <ul style="list-style-type: none"> • Small group modelling from the CT or TA. • Freely “playing” with the technology to discover what it can do. • Completing short focussed tasks to build confidence. • Observing peers and talking to peers whilst using given technology for a purpose. 	<p>Children gather knowledge by:</p> <ul style="list-style-type: none"> • Small group modelling from the CT or TA and pupils modelling to other pupils. • Demonstrating their current use of a given app/program. • Exploring new features that enhance their use further. • Completing short focussed tasks to build confidence and test out ideas. • Peer coaching. 	<p>Children gather knowledge by:</p> <ul style="list-style-type: none"> • Independently exploring apps/programs to develop app smashing. • Small group modelling from the CT or TA and pupils modelling to other pupils. • Exploring new features that enhance their use further. • Completing short focussed tasks to build confidence and test out ideas. • Peer coaching.

Step 3- We Apply (use the app/technology within independent or guided tasks)

EYFS/KS1	Lower KS2	Upper KS2
Children use the app, program or technology for a given purpose with scaffolded support, building the ability to use a few core apps as outlined in the scheme of work.	Children use their growing knowledge of technology to start to make decisions about what would work best in given tasks, building on what they have learnt in EYFS/KS1 and with support from adults within their classroom.	Children make choices about the technology they will use in different situations and begin to make examples or experiment with ideas.

Step 4- You Create something new (Children use apps, programs or other technology to document their learning, redefine a learning task or to work collaboratively)

EYFS/KS1	Lower KS2	Upper KS2
Children use technology to: <ul style="list-style-type: none"> • Imitate real life scenarios within play. • Record pictures, videos or sound. • Present learning for a real audience and purpose – create reports (green screen), create an audiobook around learning, make a simple imovie, make use of skitch or popplet. • Start to learn how to store work within digital portfolios. • Use the school website to blog. 	Children use technology to: <ul style="list-style-type: none"> • Summarise new learning and link it to previous themes (if relevant) present learning for a real audience and purpose – tourist information leaflet, travel brochure, create a webpage, ibook, class debate, mindmap/popplet. • Use images, movies or sounds within other apps. • Collaborate with peers and put shared pieces of work together. • Independently store their work within their digital portfolio and begin to comment. • Independently use the school website learning pages within tasks. 	Children use technology to: <ul style="list-style-type: none"> • Present learning for a real audience and purpose – presentation to class, animation, film, class debate, keynote presentation, mindmap/popplet, short film, explain everything composition. • App smash independently using images, movies or sounds. • Plan and collaborate with peers and put shared pieces of work together over given time scales. • Independently store their work within their digital portfolio. • Independently use the school website learning pages within tasks.

Step 5 - We Reflect (Children form opinions and make judgements about how they have used technology to redefine and how they could develop this further or improve their use)

EYFS/KS1	Lower KS2	Upper KS2
Children reflect on their growing knowledge about different apps/programs. <ul style="list-style-type: none"> • Talk about the apps/programs used and what it enabled them to do. • Consider what else the technology could do. • Return to the shared objective in step 1 and discuss if they have achieved what they intended to. • Highlight where they will use the app/program in other areas within the year. 	Children reflect on their growing knowledge about different apps/programs and how to develop this further. <ul style="list-style-type: none"> • Compare apps/programs used and what it enabled them to do. • Return to the shared objective in step 1 and discuss if they have achieved what they intended to. • Consider how else they could use their new skills. • With support start to use the digital portfolio commenting facility. 	Children reflect on their growing knowledge and ability to choose technology for a purpose. <ul style="list-style-type: none"> • Talk about how technology has allowed them to complete or design a task they could not do without it. • Compare and contrast their work with others to evaluate different uses of technology. • Look at ways to develop their use of an app or program further and take opportunities to do this. • Independently use the digital portfolio commenting facility.