Year group: Reception	Area/topic: iPad Skills – Logging in (Summer 2)
(objectives from NC/ELG/Development matters) Personal, Social and Emotional Development: • Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: - Sensible amounts of 'screen time'. ELG – Personal, Social and Emotional Development: Managing Self: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	

Prior learning	Future learning
Children will have had lots of exposure to iPads already in Reception and some in Nursery. So far, they would have practiced drawing pictures on Purple Mash both with an adult and independently. They will build on this by learning how to log into their Purple Mash account independently first and then accessing the 2Do activity set for them that day.	Using iPads confidently will play a big part in their KS1 computing curriculum. Children will need to learn how to login to their Purple Mash account for different purposes in Year 1 and Year 2.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
- Children will need to recall how to stay safe online and some of our school's ICT code of conduct rules. Children will need to remember in particular that they can only share their Purple Mash details with the class teachers as they will need the information to help them. - Children will know what a username and password is and where they can be found. - Children will practice logging onto Purple Mash. Children will begin with just doing their two picture pin on their own. The more confident children can then have a go at typing in their username, with support at first. - Children will independently find their 2Do for the day and complete the activity on Purple Mash. - Children should learn to save their work. - Children should learn to log off ready for the next user.	- Children will practice using their iPad licence and Purple Mash details to become more independent with navigating Purple Mash. - Once they have successfully logged on, they can complete an activity set for them as a 2Do by their teacher – this could be linked to other areas of their learning to create cross-curricular links.
Key vocabulary	
- iPad - Purple Mash – The website we will be trying to logon to. - Account – Our own personal space to complete our work. - Username – The name we use to logon to our account. - Password – A special code we use to get into our account. In this case it will be two animals. 2Do – An activity to complete on Purple Mash. - Save – A button to press so our work doesn't disappear. - ICT Code of Conduct – A set of rules for the children to follow all about staying safe online.	

• **Ipad licence** – The children will need to have their ipad licence with them while they go on the iPads. This will contain their username and password.	
Common misconceptions	**Books linking to this area**
• Children may get confused over the difference between their own name and a username. Children should be supported with usernames at first.	
Memorable first hand experiences	**Opportunities for communication**
• Children will get to explore lots of different activities and games on Purple Mash once they have logged on. • They will get to be hands on and use an iPad to login to their own personal Purple Mash account.	Children can discuss the steps they took while using the iPad with an adult.

DCINS Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
• 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.	• 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	Sensory and Physical
• Timer so they understand when they will need to log off. • Clear boundaries. • Online safety instructions made clear.	• Larger text/equipment. • Print offs instead of screen time. • Appropriate desk, chair, keyboard and mouse.