

**UNIT 5 : 'TECHNOLOGY COMMUNICATOR AND COLLABORATOR'
ASSESSING PUPILS' PROGRESS**

EYFS AREAS OF LEARNING AND DEVELOPMENT COVERED	SPECIFIC LEARNING OUTCOMES COVERED WITHIN THE UNIT	NAMES OF PUPILS EMERGING TOWARDS THE LEARNING OUTCOMES	NAMES OF PUPILS MAKING EXPECTED PROGRESS AGAINST THE LEARNING OUTCOMES	NAMES OF PUPILS EXCEEDING THE LEARNING OUTCOMES
Understanding the world: - technology - the world - people and communities	<ul style="list-style-type: none"> ✓ Pupils understand that Augmented Reality is the merging of the real world with the virtual world. ✓ Pupils use the iPad to find online images of different Pokemon characters . ✓ Pupils use the iPad to save these images to the iPad camera roll. ✓ Pupils understand how to keep themselves safe when playing games such as Pokemon Go. ✓ Pupils are able to use the scan function on the iPad app Aurasma to create Aura's (Virtual Reality experiences). ✓ Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. 			
Communication and language: - understanding - speaking - listening and attention	<ul style="list-style-type: none"> ✓ Pupils have good awareness of their surroundings and are able to locate places within their environment. ✓ Pupils understand the layout of their environment are able to identify places on a simple map of their learning environment. ✓ Pupils use talk to organise, sequence and clarify thinking, ideas, feelings and events. They express themselves effectively but also show consideration to other peoples ideas and thoughts within their group. ✓ The children follow instructions involving several ideas or actions. They answer 'how' and 'why' 			

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<p>Personal, social and emotional development</p> <ul style="list-style-type: none"> - making relationships - being imaginative - self confidence and awareness - managing feelings and behaviour 	<ul style="list-style-type: none"> ✓ Pupils use their imaginations and feed off each others ideas to enable them to agree on the different places within their environment where they will hide their 'Poke stops.' ✓ Pupils have the confidence to speak in a familiar group. ✓ Pupils play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 			
<p>Physical Development: moving and handling</p>	<ul style="list-style-type: none"> ✓ Pupils demonstrate good fine motor skills in using the iPad to scan real life objects. ✓ Pupils move and handle the iPad with care and know how to use the device safely and responsibly. ✓ Pupils understand how to keep themselves safe when playing games such as Pokemon Go. 			
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> - exploring and using media and materials - being imaginative 	<ul style="list-style-type: none"> ✓ Pupils use a pencil to mark on different places (as a shape) on to a map of their classroom. They colour these shapes in different colours. ✓ Pupils have ideas for what Pokemon characters they will include in their game. ✓ Pupils use their imagination to come up with interesting and challenging places to hide their 'Poke stops.' 			
<p>Mathematics:</p> <ul style="list-style-type: none"> - number - shape, space and measure 	<ul style="list-style-type: none"> ✓ Pupils keep a simple list of the Pokemon characters they find and are able to count how many they have found altogether (up to a total of 8). ✓ Children use everyday language to talk about position and distance. ✓ Pupils are able to draw a simple shape (either a star, triangle, square or circle) on to their classroom map to show where they will be hiding their 'Poke stops.' 			
<p>Literacy:</p> <ul style="list-style-type: none"> - writing 	<ul style="list-style-type: none"> ✓ The children use their phonic knowledge to write or type words (i.e. the names of the different Pokemon characters) in ways that match their spoken sounds. 			