



iMedia
Curriculum Links and
Overview
EYFS: rLevels

iMedia – EYFS rLevels Overview

iJam – rJam

Age: EYFS

Autumn 1
EYFS

Throughout the half term the class will learn about composition and what different sounds and instruments sound like together. The class will be able to do this through a number of different apps escalating in difficulty.

iProgram - rProgram

Age: EYFS

Autumn 2
EYFS

Throughout the rProgram course the class will start to learn what coding is. They will look at different technology throughout the home and in other environments and discuss their uses. Through looking at different technology they will start to understand how and why things work the way they do.

Spring 1
EYFS

iAnimate- rAnimate

Age: EYFS

Students will learn about 2D and 3D animation. Using a variety of apps students will animate characters and draw cartoons, thinking about how to express emotion by manipulating facial expressions and recording their voices.

iCreate– rCreate

Age: EYFS

Spring 2
EYFS

The class will be taken through different art mediums. They will explore drawing and painting, interior design and computer-generated design. Throughout this course the class will also have the opportunity to explore the evolution of the camera and learn about the first photo ever taken.

iCommunicate – rCommunicate

Age: EYFS

Summer 1
EYFS

After looking at different ways of communication the class will start emailing Alex the Alien. Alex would like to attend a school on the planet Earth, but he doesn't know anything about the planet. Using apps and class discussions the pupils will read emails from Alex to ascertain what he would like to know, go and research for him, and then report their findings back at the end of the lesson.

iTech - rTech

Age: EYFS

Summer 2
EYFS

This is an introduction to basic film plotting and film making using the app 'Toontastic'. Working in groups, students will work towards plotting a story arc consisting of three parts. Groups will have to create scenes and characters to complete their story lines.

Early Learning Goals: Prime Areas

Our educational programmes involve activities and experiences for the children as follows:

Communication and Language:

| Point within Communication and Language | Levels | How this is achieved |
|---|--|---|
| <p>Listening and attention: Children give their attention to what others say and respond appropriately while engaged in another activity.</p> | <p>rJam; rProgram; rAnimate; rCreate; rCommunicate; rTech.</p> | <p>Throughout all lessons within Junior Jam's reception or 'rLevels', children are expected to listen to either the instructor in the room or another child within their class. They will be asked to complete different tasks and projects throughout each topic. At the end of the module they may be asked to present work they have done. While one group is presenting the rest of the class must remain engaged with the speaker to be able to respond appropriately when asked questions. They must also stay engaged throughout the task to ensure the correct amount of learning to be able to move on to next week's lessons.</p> |
| <p>Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> | <p>rJam; rProgram; rAnimate; rCreate; rCommunicate; rTech.</p> | <p>Throughout all lessons within Junior Jam's reception or 'rLevels', children are given clear instructions. This might be to start a discussion or to complete a task on the iPads. When something new is introduced the instructor will ask, where possible, what, why and how questions regarding the tasks. E.g., how do you think this will change, why does this happen, what do you think will happen next?</p> |

| | | |
|---|--|--|
| <p>Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> | <p>rJam; rProgram; rAnimate; rCreate; rCommunicate; rTech.</p> | <p>Throughout all lessons within Junior Jam's reception or 'rLevels', children are asked to give explanations of how something works, how they achieved a goal or why they have taken that route to the end product. They will talk through their ideas and discuss tasks with their peers and their instructor.</p> |
|---|--|--|

Personal, social and emotional development:

| Point within Personal, social and emotional development: | Levels | How this is achieved |
|---|--|--|
| <p>Self-confidence and self-awareness: Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> | <p>rJam; rProgram; rAnimate; rCreate; rCommunicate; rTech.</p> | <p>Throughout all lessons within Junior Jam's reception or 'rLevels', children are given tasks as a whole class then split off into pairs or small groups to complete the task. They will need to speak within their team to make sure the task is completed properly. At all times children will be encouraged to put their hands up for help or to ask someone else on their team.</p> |
| <p>Managing feelings and behaviour: They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p> | <p>rJam; rProgram; rAnimate; rCreate; rCommunicate; rTech.</p> | <p>Throughout all lessons within Junior Jam's reception or 'rLevels', all children work in pairs or small groups depending on the task. They will be expected to share the workload and share the time on the iPads. They will be learning how to interact in a group setting and the appropriate behaviour that accompanies that.</p> |
| <p>Making relationships: Children 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> | <p>rJam; rProgram; rAnimate; rCreate; rCommunicate; rTech.</p> | <p>Throughout all lessons within Junior Jam's reception or 'rLevels', children will develop respect for the people in their team and with the technology that has been given to them, as well as gaining confidence in their own abilities week by week. They will develop their sensitivity to others' needs within their team and help people in their group or their partner with the task in hand.</p> |

Physical development:

| Point within Physical Development | Levels | How this is achieved |
|--|--|--|
| Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. | rJam; rProgram; rAnimate; rCreate; rCommunicate; rTech. | Throughout all lessons within Junior Jam's reception or 'rLevels', children will improve their dexterity when dealing with iPads. They will have to make both broad and detailed movements to achieve their tasks. |

Expressive arts and design:

| Point within Expressive arts and design | Levels | How this is achieved |
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| Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques. | rJam; rProgram; rAnimate; rCreate; rCommunicate; rTech. | Throughout all lessons within Junior Jam's reception or 'rLevels', children experiment with changing different types of digital media. They make their own music as well as various forms of digital content. |
| Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | rJam; rProgram; rAnimate; rCreate; rCommunicate; rTech. | Throughout all lessons within Junior Jam's reception or 'rLevels', as above children experiment with changing different types of digital media. They use their own ideas and thoughts to bring together their digital content. |

Understanding the world:

The class will get a chance to explore new technologies each week through the use of different apps and iPad features.

| Point within Understanding the World | Levels | How this is achieved |
|--|--|--|
| Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | rJam; rProgram; rAnimate; rCreate; rCommunicate; rTech. | Throughout all lessons within Junior Jam's reception or 'rLevels', children are taught about a range of digital devices. During Junior Jam lessons they will have access to iPads during every lesson with a different app for them to explore every week. |