**Taccle3: Sioe Ben Ffordd**

**What the DCF means for Cylchoed Methrin**

**Introduction**

**4 strands**

* Citizenship
* Interacting and collaborating
* Producing
* Data and computational thinking

**4 main points**

1. Neither teachers nor children have to become experts in computer programming overnight, it does not mean that the children will be stuck looking at tablets or computer screens more often than they do now and it doesn’t need lots of money spent on technology.
2. Just because a lesson uses technology does NOT mean it is an ICT/DCF lesson. Conversely, most of the activities that contribute directly to delivering the DCF at this age can be delivered without technology
3. Less emphasis on Schemes of Work, more emphasis on integration across curriculum and thematic approach
4. Many of the activities you do already in Cylch can be enhanced or adapted to deliver DCF. Remember, all the Meithrin competences are preceded by “…with increasing independence”. You are just setting the foundations for what will be developed further in Derbyn, Dosbarth Un / Dau

20 minutes on trying out some ‘unplugged’ activities, including playground games, which develop a range of digital competences and require just home made kit

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| **Unplugged activity** | **DCF strand** | **Sub-strand** | **Competence** |
| Coding cards | Data and Computational Thinking | Problem solving and modelling | Complete patterns and sequences |
| Emoticon cards | Citizenship | Online behaviour and cyberbullying | Identify emotions of others on a range of digital software, *e.g. talk about feelings and begin to recognise emotions;*  |
| Human robots | Data and Computational Thinking | Problem solving and modelling | Follow a simple sequence of instructions |
| 1 and 2 variable sorting | Data and Computational Thinking | Data and information literacy | recognise that there are different types of data, *e.g. sort and/or match objects/photographs/symbols* |
| Sticks and stones | Data and Computational Thinking | Data and information literacy | sort familiar objects using set criteria. |

15 mins playing with a range of kit e.g. different robots and other non-screen user interfaces so that they can make an informed choice if they are thinking of buying anything

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| **Activity** | **DCF strand** | **Sub strand** | **Competence** |
| Recognising card / wooden pathways | Data and Computational Thinking | Problem solving and modelling | Complete patterns and sequences |
| Beebot cards and pockets | Data and Computational Thinking | Problem solving and modelling | Follow a simple sequence of instructionsCreate one step instructions and identify the next step |
| Dash and Dot – gathering snow sheep | Data and Computational Thinking | Problem solving and modelling | Follow a process making simple adjustments when needed |
| Cozmo | Citizenship | Identity, image and reputation | Identify emotions of others on a range of digital software, *e.g. talk about feelings and begin to recognise emotions* |

15 mins playing with some creative apps that develop digital competence and really work well with 3-4 yr olds

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| **Activity** | **DCF strand** | **Sub strand** | **Competence** |
| Quiver | Producing | Planning, sourcing and searching | Explore and use different multimedia components in order to capture and use text, image, sound, animation and video. |
| Adding sound to emoticons | Producing | Creating | Explore and use different multimedia components in order to capture and use text, image, sound, animation and video. |
| Osmo | Producing | Planning, sourcing and searching | Navigate through a piece of software using an internal menu to find desired item. |
| QR Christmas book | Producing | Creating | Explore and use different multimedia components in order to capture and use text, image, sound, animation and video. |
| Chatterpix | Producing | Evaluating and improving | Describe in response to questions some of what has been done in the task, *e.g. add comments using recording feature in software.* |