

# 1:1 Devices

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Momtaz Begum

**Agenda**

**Purpose**

**Showbie**

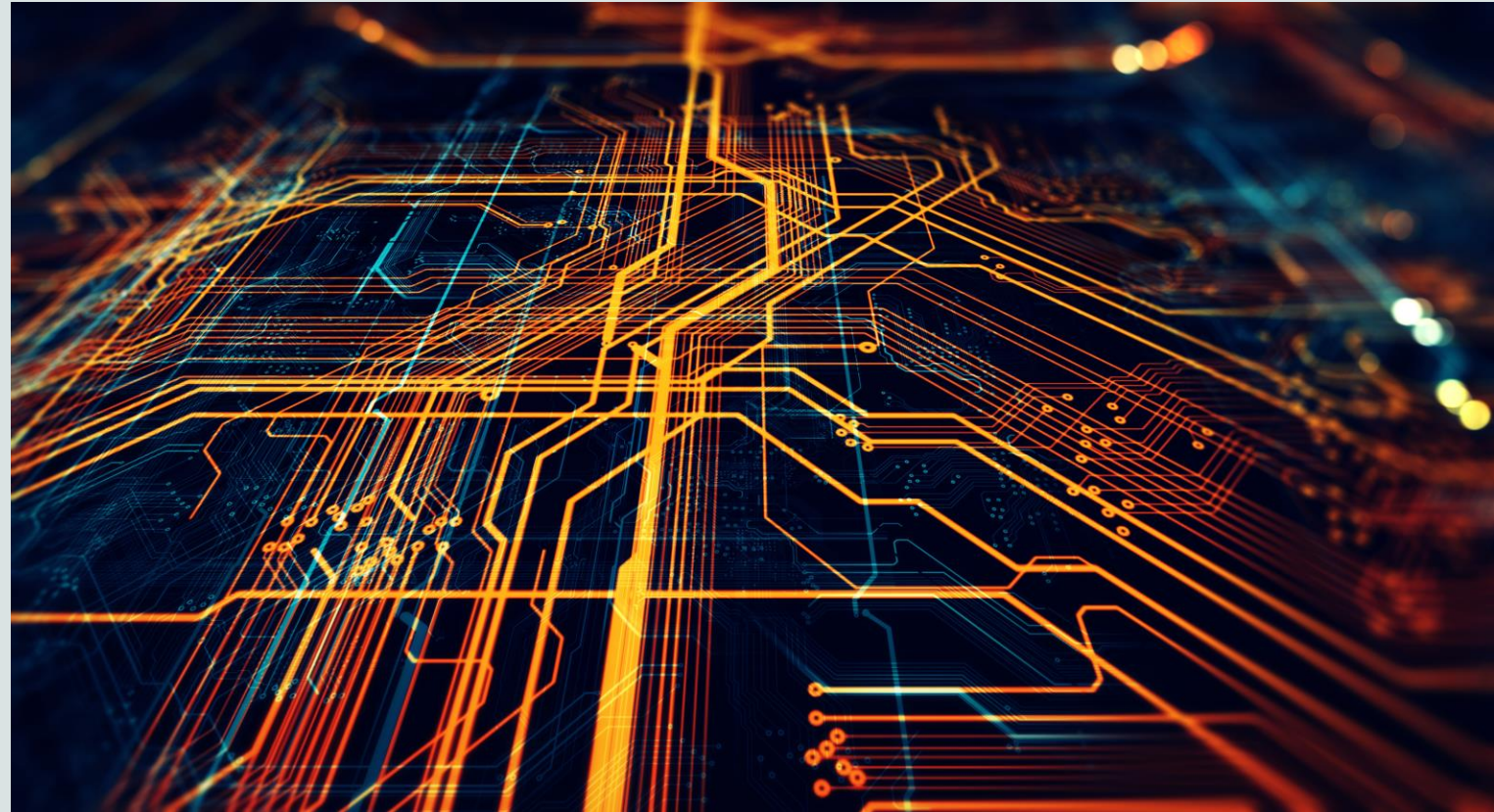
**Expectations**

**Home Learning**

**Apps**

**Pupil voice**

**Feedback**



# Introduction to the 1:1 Devices in classrooms

The use of technology is a way of increasing equity in learning and accessibility of the curriculum. An aim to unlock opportunities for all our learners to find out more about our world, learn together when geographically apart, and develop skills for a world that will continue to advance in ways not yet dreamed of in their lifetimes.

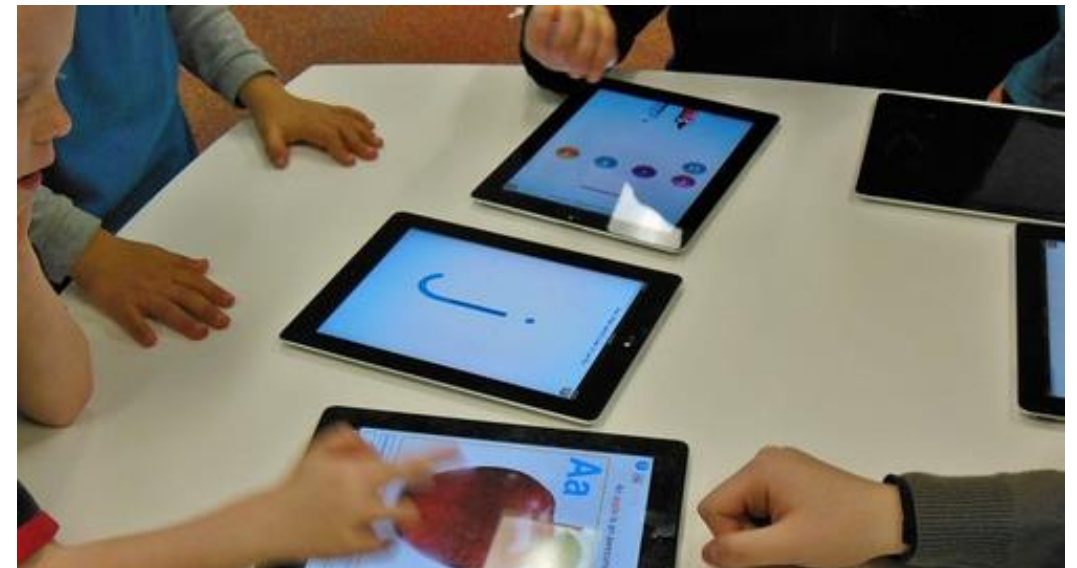
Our school has committed to investing in immersive learning technologies for children that are accessible, to strengthen engagement and learning for each child whilst providing a wealth of digital skills.

# What is the purpose?

Several reasons why we have taken this step.

We know that the world we are preparing the children for is changing quickly. It is more than possible that their first role in the workplace will be one that did not exist when they were born.

Every job they ever have will rely on their skilful use of technology. The pace of change is unprecedented and the digital competencies that we can confer through the routine use of technology in every aspect of their learning will be important preparation for this.



# Showbie



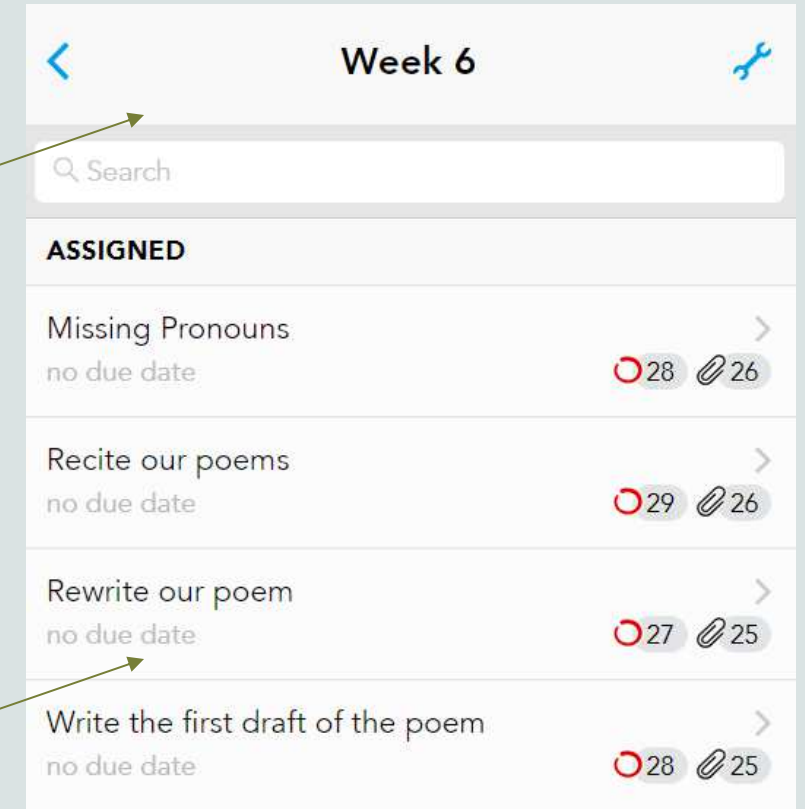
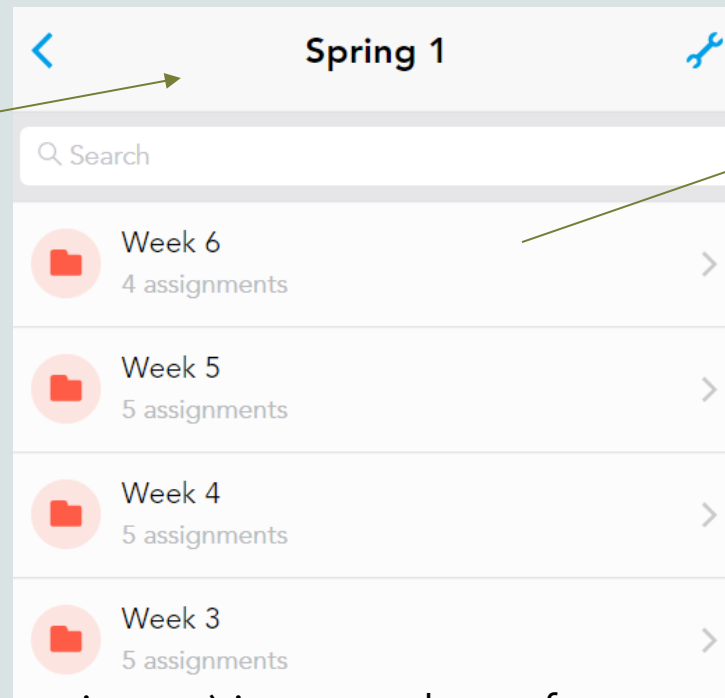
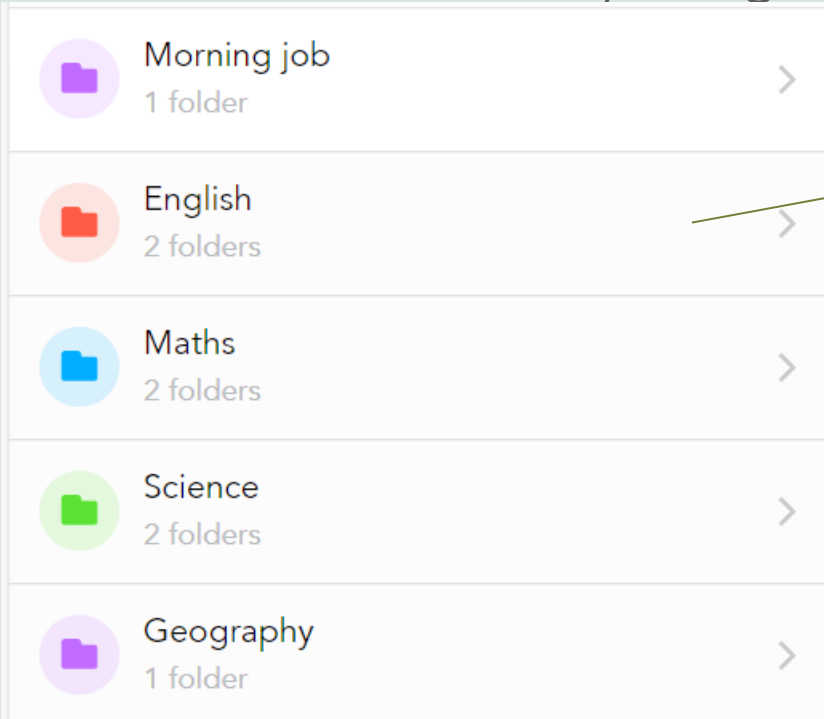
## WHAT IS SHOWBIE?

- Showbie is a classroom tool which is a portfolio of work which is assigned by teachers. Children use the tool to complete work which is collect and reviewed by both Children, teachers and parents.

# Expectations

In Showbie there is list of folders containing all subjects where learning task is set for pupils to complete. All the folders match the colour of the books that children are currently using.

Folders should be clearly identified by the term, week and WALT for the day.



The work assigned by WALT (We are learning to) is a good way for children to understand what the learning objective is, so they remember it more.

# Expectations

All the pieces of work uploaded onto Showbie have a WALT which is highlighted green or yellow to show how the children completed the work. Squared paper is uploaded for children to complete any Maths work on and lined paper for English written work, so it mirrors how the learning is captured in books.

WALT: Divide by 5

Flashback 4 Year 2 | Week 6 | Day 1

1) Double 8 is 16 Half of 16 is 8

2) How many flowers in six pots? 12

3) Use the digit cards. 5 45 9  $9 \times 5 = 45$

4) Write <, > or = to compare the amounts. £22 and 5p

Challenge:

Here are some number cards. 2 20 5 10 4

Use the cards to make multiplication and division sentences. How many different sentences can you make? Talk about it with a partner.

$2 \times 5 = 10$   
 $20 \div 5 = 4$   
 $4 \times 5 = 20$   
 $10 \div 5 = 2$

WALT: Explore and predict the ending.

Write a sentence to change the end of the story of Little Red riding hood - what unexpected change could happen?

I think little red riding hood will go on the wolf team because she felt sorry for the wolf that she killed.

# Expectations

Same as books, all pieces of work is marked using green/pink colour pens.

If feedback is provided, children are guided to respond and edit/complete/improve using a purple pen. This is the same practice as the feedback taking place in books.

Challenge: Complete the sentences.

a) Double 3 is equal to  $3 + 3$   
Double 3 is equal to  $\boxed{3} \times 2$   
Double 3 is equal to  $\boxed{6}$

b) Double  $\boxed{8}$  is equal to  $8 + 8$   
Double  $\boxed{8}$  is equal to  $\boxed{8} \times \boxed{2}$  ✓  
Double  $\boxed{8}$  is equal to  $\boxed{16}$  ✓

Challenge: ~~Can you write a sentence using some contraction words?~~

I couldn't go to the edocail school because I was ill today.

We're going to a colorful and fun park.

3 Complete the number sentences.

a)  $5 \times 5 = \boxed{25}$  f)  $\boxed{65} = 1$   
b)  $\boxed{55} = 9 \times 5$  g)  $5 \times \boxed{1} = 5$   
c)  $5 \times 6 = \boxed{40}$  h)  $5 \times 0 = \boxed{0}$   
d)  $5 \times \boxed{6} = 40$  i)  $10 = 5 \times \boxed{60}$   
e)  $35 = \boxed{7} \times 5$  j)  $\boxed{10} \times 5 = 60$



# Expectations

Non-Core subjects should have the knowledge organisers which outlines key knowledge. Skills and vocabulary which children will be focusing on this term.

Spring 2

Search

Week 1  
no assignments

**ASSIGNED**

- Knowledge Organiser  
no due date
- Materials  
no due date

Year 2 Spring Term 2023/24 (Science - Materials) 1 of 2

**What the children should already know?**

- I know the difference between an object and the material it is made of.
- I know the names of a variety of everyday materials, including wood, plastic, glass, metal, water, rock, fabric, brick, elastic, foil.
- I know the simple properties of everyday materials, e.g. rough, smooth, bendy, transparent
- I know how to compare and group everyday materials on the basis of their physical properties.

**How does this learning link to the rest of Year 2 science?**

**Working Scientifically** - Identify, group and classify/ Perform simple comparative tests)

**Working Scientifically** - Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns)

**Working Scientifically** - Ask simple questions and recognise that they can be answered in different ways

**Working Scientifically** Gather and record data to help in answering questions including from secondary sources of information

**Mantra**  
A scientist is a person who studies the world around us including things that are living and non-living.

**Star Words**

|         |  |
|---------|--|
| wood    | The material which forms the trunk and branches form a tree.                                   |
| metal   | A hard substance such as iron, steel, gold or lead.  |
| glass   | A hard transparent material.   |
| brick   | Rectangular blocks of baked clay, used for building houses and wall.                           |
| rock    | The hard substance which the Earth is made of, rough, uneven.                                  |
| elastic | A rubber material that stretches and goes back to its original size and shape when you let go. |
| dull    | A colour or light that is not bright.  |
| fabric  | A cloth or other material which is made by weaving together cotton, wool or other threads.     |
| foil    | Sheets of metal, as thin as paper.   |
| plastic | A material which is slight in weight and does not break easily.                                |

Science Knowledge organiser  
→ Everyone  
today 12:00am

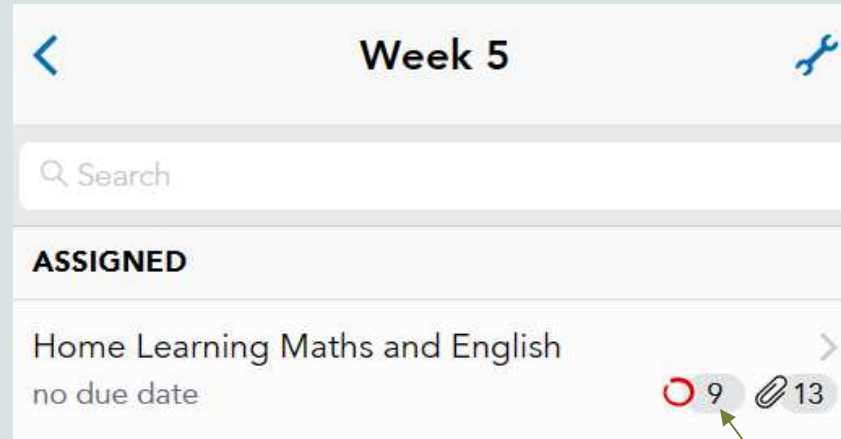
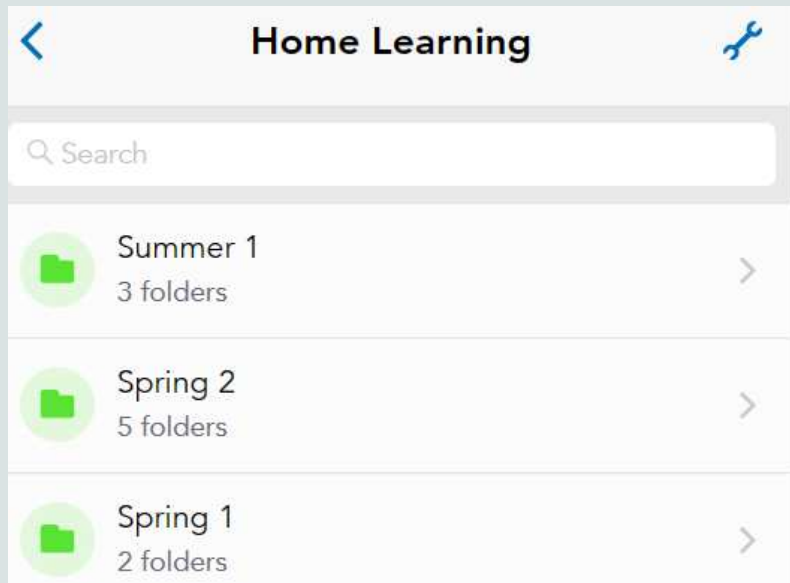
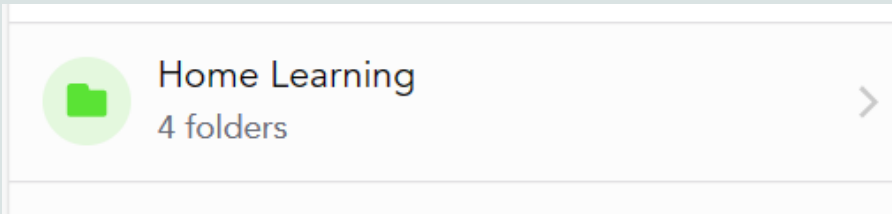
# Expectations

Non-Core subjects should have the cover page which is a visual representation of what the children will be learning about.

The screenshot displays a OneDrive interface. On the left, a document titled 'Materials Science Cover' is shown. The cover page features the Ashbrook School logo with the tagline 'Everyone matters, everyone is important'. Below the logo, the word 'Science' is written in a large font, followed by a collage of images representing various materials like wood, metal, and plastic. At the bottom of the cover, the word 'Materials' is written. To the right of the document, a metadata box shows the title 'Materials Science Cover', the type 'page', the sharing status '→ Everyone', and the time 'today 7:07pm'. Below this, a 'Knowledge Organiser' for 'Materials' is visible, with a due date of 'no due date'. A context menu is open over the 'Materials' entry, listing options: 'Set to Locked', 'Set to View-Only' (highlighted in yellow), 'Set to Hidden', 'Move...', and 'Archive'.

# Home Learning – expectations.

All home learning is due by the following Wednesday. When a child completes their learning, a notification is sent to class teachers.



The paper clip indicates how many children have completed the task. The red circle represents teacher feedback.

# Exciting apps

These apps have been used in children's learning across the curriculum.



Measure app

(see Maths week 1)



For music or audio recording

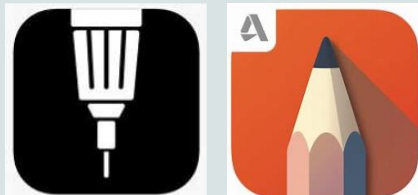


Clips and camera

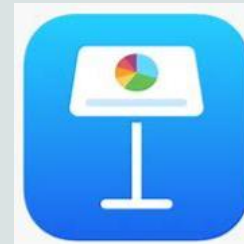


Videos and trailers

Sketches or sketchbook for Art/DT lessons



Most subjects when creating  
writing slides with images



Diagrams, flow charts and table



# Pupil voice

Our biggest advocates have been the children themselves. Children have enjoyed adapting and developing key skills when accessing their learning using the 1:1 devices. Please see the feedback and comments from children across the year group.

**" It is exciting to use  
I different apps in my learning"**

**" I love using the iPad because  
can just get on with my work"**

**"The teacher uses their iPad to  
tell us what to do so she doesn't  
always need to come over to us."**

**"My writing looks better on the  
iPad because I use different tools  
to improve it"**

# Next steps

All iPads, covers and chargers will be collected before the end of the academic year in July.

All the children's work will be kept in archive before the devices are wiped off ready for the next class moving up to Year 2.

Further information will be sent to explain how the process will take place. If your child is moving into an Iftl trust school for Year 3 they will communicate with you on the launch of the iPads

A survey will be coming out to children and parents this week on the usage of the 1:1 devices to collate feedback and suggestions in how to support our children further when using technology in classrooms.

A huge thank you to all the children and parents as this launch would not have been successful without your cooperation and support.