

ICT Curriculum

All children have regular access to computers and iPads within school. Where appropriate, iPads are used throughout the day when a child needs to use it for communication. Each class have weekly focused ICT and communication lessons with the support of an on-site ICT Technician. As part of the new computing curriculum, children will explore aspects of programming and control.

The use of technology within all areas of the curriculum is encouraged. We use a variety of digital tools such as iPads, computers and Beebots. There are interactive whiteboards in every classroom.

E-safety is taught throughout the year and is linked to safety in real-life, ensuring that pupils know how to stay safe online and know the steps to take if they are feeling unsafe.

E-Safety

Academic levels	<i>Sensory exploration</i>	<i>Developing knowledge</i>	<i>Extending knowledge</i>
What will we learn and do	<ul style="list-style-type: none"> • Recognise people we can trust • Recognise the names of people who help me • Gain an awareness of strangers • Communicate and ask for help with adults I know 	<ul style="list-style-type: none"> • Recognise who we can trust around us, e.g. police and bus drivers • Recognise the difference between strangers and people we know • Know how to ask for help and who to ask 	<ul style="list-style-type: none"> • Begin to understand what is private and what is personal when online • Recognise the difference between real and imaginary online places • Awareness of how to keep ourselves safe online • Understand that an adult needs to know when you are communicating with someone online. • Recognise age appropriate websites, apps and games • Know that not everyone is what they say online
Suggested activities	<ul style="list-style-type: none"> • Learn to communicate with those who support me 	<ul style="list-style-type: none"> • Experience visits from other people who can help, e.g. doctors, police 	<ul style="list-style-type: none"> • Explore the website: https://www.thinkuknow.co.uk/5_7/ to look at difficulties with online interactions
	<ul style="list-style-type: none"> • Build relationships with those who support 	<ul style="list-style-type: none"> • Practice asking for help and who it is safe to ask for help from 	<ul style="list-style-type: none"> • Explore safe websites
	<ul style="list-style-type: none"> • Matching activities and sorting activities of classmates and staff 	<ul style="list-style-type: none"> • Incorporate stranger danger and asking for help into class outings 	<ul style="list-style-type: none"> • Practice safely using the internet

Computing skills and programming

Academic levels	<i>Sensory exploration</i>	<i>Developing knowledge</i>	<i>Extending knowledge</i>
What I will do and learn	<ul style="list-style-type: none"> • follow instructions in my daily life, e.g. getting changed, getting ready for school • Copy and repeat actions (based on songs and games) • To sort objects, e.g. by colour and size • follow an instruction when operating a range of digital devices • know how to use technology to control things around them – cause and effect 	<ul style="list-style-type: none"> • follow instructions within daily life • Actively check instructions and recognise when they are wrong • Understand symbols and pictures and give meaning to them • Follow action songs and instruction • Spot similarities and differences between objects • Give an instruction to control a digital device 	<ul style="list-style-type: none"> • Give instructions to my friend and follow their instructions to move around • Describe what happens when I press buttons on a robot • Describe what actions I need to do to make something happen • Describe what happens when I press the buttons on a robot • Begin to predict what will happen for a short sequence of instructions • Begin to use software/apps to create movement and patterns on a screen • Describe what actions I need to do to make something happen • Press the buttons in the correct order to make my robot do what I want • Begin to predict what will happen for a short sequence of instructions • Begin to use software to create movement and patterns on a screen • Follow a short sequence of instructions to operate a digital device
Suggested activities	<ul style="list-style-type: none"> • <i>Follow visual timetables and routines for key parts of the day</i> 	<ul style="list-style-type: none"> • <i>put short sequences of instructions in the correct order, using images of a familiar task, for example washing your hands</i> 	<ul style="list-style-type: none"> • <i>Create own algorithms by taking photos of a task, and displaying in order. For example creating the instructions to build a specific shape out of Lego bricks</i>
	<ul style="list-style-type: none"> • <i>Follow symbols to complete actions to a song, e.g. head, shoulders, knees and toes</i> 	<ul style="list-style-type: none"> • <i>Record parts of a story onto recordable buttons for pupils to sequence.</i> 	<ul style="list-style-type: none"> • <i>Sort objects of different sizes, shapes, colours and materials into categories according to given criteria</i>
	<ul style="list-style-type: none"> • <i>Sort objects on iPads and the whiteboard</i> 	<ul style="list-style-type: none"> • <i>Get dressed in dress-up clothes, to reinforce the understanding of sequence and debugging: What happens if you put shoes on before socks?</i> 	<ul style="list-style-type: none"> • <i>Plan a class party and decompose the event into the essential jobs that need to be done – organise food and drink, decorate the room, find some music</i>
	<ul style="list-style-type: none"> • <i>Follow instructions on tasks, e.g. checklist to follow</i> 	<ul style="list-style-type: none"> • <i>Use music and dance to demonstrate how changing the order of instructions affects the outcome.</i> 	<ul style="list-style-type: none"> • <i>Create a plan for building a new supermarket. What parts do you need, e.g. car park, tills, shelves. What kind of things will it sell? This can be done with images or models, and pupils can identify the correct ones from a larger selection</i>
	<ul style="list-style-type: none"> • <i>Allow pupils to explore new technology to find out what different buttons or commands do</i> 	<ul style="list-style-type: none"> • <i>Explore different technology and recognise what different functions do and how to solve problems</i> 	<ul style="list-style-type: none"> • <i>Move bee-bots into the correct positions using commands and instructions / set routes for others to follow</i>

Multimedia and ICT

Academic levels	<i>Sensory exploration</i>	<i>Developing knowledge</i>	<i>Extending knowledge</i>
What I will do and learn	<ul style="list-style-type: none"> • Use technology to create • Explore cause and effect activities • To begin to make music using interactive apps (cause and effect) • Explore sound and music using technology 	<ul style="list-style-type: none"> • Use paint programs to draw, e.g. a favourite item • Manipulate objects on a screen • Change objects and items on a whiteboard or touch screen 	<ul style="list-style-type: none"> • Use technology to create and present my ideas • Be creative with different technology tools. • Save information in a special place and retrieve it again. • Choose the correct software for a task • Add images and sounds to presentations
Suggested activities	<ul style="list-style-type: none"> • <i>Create art work on LGFL Busy things - related to topics</i> 	<ul style="list-style-type: none"> • <i>Use interactive whiteboard and different apps on the iPad to experience painting and drawing</i> 	<ul style="list-style-type: none"> • <i>Create posters with Microsoft word, insert pictures and write text. Related to topical activities and the basis of folders.</i>
	<ul style="list-style-type: none"> • <i>Use cause and effect apps and software to create</i> 	<ul style="list-style-type: none"> • <i>Add symbols and pictures to create writing - writing about myself and favourite things</i> 	<ul style="list-style-type: none"> • <i>Use technology to write accounts of trips and weekend. Use wordq program to support spelling.</i>
	<ul style="list-style-type: none"> • <i>Use usb switch to control and create</i> 	<ul style="list-style-type: none"> • <i>Explore website Noisli to create different sounds</i> 	<ul style="list-style-type: none"> • <i>Create a self presentation using powerpoint, telling others about favourite things, and insert music in</i>
	<ul style="list-style-type: none"> • <i>Visit website noisli to create different sounds</i> 	<ul style="list-style-type: none"> • <i>Use apps to create pieces of music that involve experimentation with technology</i> 	<ul style="list-style-type: none"> • <i>Save work in my documents and find it for the next session</i>

Technology in our lives

Academic levels	<i>Sensory exploration</i>	<i>Developing knowledge</i>	<i>Extending knowledge</i>
What I can do and learn	<ul style="list-style-type: none"> • Explore and experiment with different technology • Explore and use different technology when I am out of the classroom, e.g. traffic lights/ cameras 	<ul style="list-style-type: none"> • Operate simple technology • Recognise different technology • Recognise different uses of technology in the school and in the community 	<ul style="list-style-type: none"> • Use links to find websites • Recognise ways that technology is used at home and in the classroom • Use websites to find information • Begin to identify some of the benefits of using technology
Suggested ideas	<ul style="list-style-type: none"> • <i>Play with pretend technology in role play area</i> • <i>Listen to music, poems and stories on a device</i> • <i>Use photocopier, microwave, telephone or other devices with an adult.</i> • <i>Choose a website for an activity from those provided by an adult.</i> • <i>Use a camera or recording device to capture special moments.</i> • <i>Explore cause and effect items, e.g. bubble tube</i> 	<ul style="list-style-type: none"> • <i>Label uses of technology around the classroom and around the school.</i> • <i>Use Skype to contact another school/ class</i> • <i>Talk about choosing technology based on task, e.g. camera for photos, microphone for speaking</i> • <i>Use websites correctly and find important information</i> 	<ul style="list-style-type: none"> • <i>Label uses of technology around the classroom and around the school.</i> • <i>Visit a local shopping area, taking photographs of different uses of technology</i> • <i>Talk about what a computer does. Talk about what other devices can be used for. Listen to music, poems and stories on a device. Open resources stored on the school</i> • <i>Follow weblinks provided by an adult to find information about topics.</i> • <i>Choose and decide the right technology to use for a project, e.g. film making iPad, presentation - computer</i>