ICT Curriculum

Curriculum Intent (why do we do it)

We believe that computing has the potential to empower our learners and transform their lives and the aim of this strand is to provide students with the skills they need to navigate the digital world. Developing ICT skills can enable greater learner autonomy, support and enhance communication and give students an opportunity to self-occupy and enrich their leisure time. Additionally developing skills around ICT can make other areas of the curriculum more accessible and motivating.

At the early stages of development, ICT is a motivator for communication, interaction, building relationships and gaining personal autonomy. ICT is crucial for preparing students for adult life and success in further education and employment.

Online safety is an important aspect of this strand and will be covered each term (as appropriate to the needs of the class and individual learners) in order to keep them safe when using the internet. (The Online safety curriculum is part of the Priory PSHE framework).

Curriculum Implementation (how do we do it)

ICT is taught both discretely and embedded into other areas of the curriculum and learning opportunities. Every pathway has the opportunity to have a weekly ICT sessions, for some this will be in our ICT, for others this might be in classes using switches, iPads or laptops.

Our curriculum for pathway 1 and 4 is a rolling 3 year programme covering a wide range of computing subject that are shown in the planning document below. This allows students to practice skills with a variety of motivating elements to ICT.

Pathway 2 and 5 work on a continual spiral curriculum with small changes term on term. These learners require considerable repetitive learning and this is approach is best for them to motivate and engage them in ICT.

Pathway 3 cover the same framework for ICT term on term, motivating students personally to engage in activities such as the magic carpet and interactive toys to engage in learning.

All students have an online risk assessment to ensure safety online.

See curriculum plans below

Curriculum Components
(how do we break the learning down)

Curriculum components support teachers with teaching and learning and enable us to ensure progression.

Students can....
- ✓ Make a change to environment e.g. light or sound in the room.
- ✓ Intentionally explore a range of electronically controlled devices.
- ✓ Press and release a switch to operate an electronically controlled device
- ✓ Repeat an action to maintain an outcome e.g. constant pressing of a switch to move remote control car.
- ✓ Create a preferred effect by choosing between two separate switches e.g. forward/back, left/right.
- ✓ Select basic options within an application e.g. choose colour within a paint program.
- ✓ Move through photos independently using a familiar digital device e.g. `clicking` or `swiping`.
- ✓ Use ICT to communicate simple ideas e.g. choosing favourite food from a selection.
- ✓ Anticipate and observe work being printed and identify own work
- ✓ Use a remote control to turn on, off or adjust a device e.g. light, sound.
- ✓ Recognise a familiar icon or symbol
- ✓ Use on screen symbols to navigate a program e.g. start button, forward arrow.
- ✓ Access or request familiar information with support e.g. favourite video on You Tube
- ✓ Identify a variety of ICT equipment: computer, iPad, laptop, phone
- ✓ Identify parts of a computer - screen, keyboard, mouse.
- ✓ Locate and open a given app
- ✓ Load a resource and make a choice from it, for example, a particular app on an iPad, section of an online video, saved music track.
- ✓ Use a single icon to save information on the computer.
- ✓ Save work in a named place
- ✓ Use a drawing program to create an image related to their learning e.g. use tools and different colours.
- ✓ Drag and drop using a mouse.
- ✓ Locate letters and numbers on a keyboard
- ✓ Locate some punctuation and symbols on a keyboard
- ✓ Use a keyboard or wordbank on device to enter text.
- ✓ Add basic effects to sections of text e.g. changing font size and colour
- ✓ Use the keyboard to delete and add spaces between words.
- ✓ Save and open files on the device I use.
- ✓ Enter basic information onto a chart or graph.
- ✓ Use the shift key to type upper case letters
- ✓ Use the caps lock to capitalize a piece of text.
- ✓ Use the enter key to go to the next line
- ✓ Use copy and paste for a given purpose
- ✓ Send a text message
- ✓ Use text boxes, word art, and insert images in work.
- ✓ Save information in a designated place.
- ✓ Follow login instructions and use a password to access a device
- ✓ Locate and open a document
- ✓ Retrieve saved information
- ✓ Print own work.
- ✓ Locate and open a web browser
- ✓ Use a search engine to find requested information by typing in keywords.
- ✓ Navigate websites or stored information
- ✓ Use links to websites to find information and navigate these.
- ✓ Identify a web address.
- ✓ Use a menu button and links to other websites.
- ✓ Send an email message
- ✓ Select text or images to be part of a message e.g. email or text.

✓ Retrieve my work and present it to others

Curriculum Impact
(How do we measure how successful the curriculum is and how students' progress within it?)

Qualitative data in relation to individual student's progress is recorded termly on reports that are shared with parents and used to input into annual review meetings and EHCP's.

The learning components are on onwards and upwards. It is the responsibility of the class teacher to ensure these are updated at the end of the academic year so progression can continue with the next teacher.

Some student have a termly target linked to ICT as part of their personalised learning.

In addition, some students in Key Stage 4 will undertake accreditation relating to ICT.

Whole School Implementation Planner

Pathway One and Four

Autumn	Spring	Summer
Year 1		
Using an computer / device Mouse and keyboard Skills Online Safety (PSHE) ICT Skills progression	The internet Research project around interests Online safety (PSHE) ICT Skills progression	Digital Art (Links to Creative and Expressive Arts) Online safety (PSHE) Online Safety ICT skills progression
Year 2		
Using an computer / device Mouse and keyboard Skills Online Safety (PSHE) ICT Skills progression	Posters and Presentations Online safety (PSHE) ICT skills progression	Digital writing (Links to Literacy for Life) Online safety (PSHE) ICT skills progression
Year 3		
Using an computer / device Mouse and keyboard Skills Online Safety (PSHE) ICT Skills progression	Digital Art (Links to Creative and Expressive Arts) Online safety (PSHE) Online Safety ICT skills progression	Online games Programming quizzes Online safety (PSHE) ICT skills progression

Pathway Two (spiral curriculum)

Autumn	Spring	Summer
Online Safety ICT individual Skills progression (Focus on mouse/keyboard skills)	Online Safety ICT Individual Skills Progression Digital Art	Online Safety ICT Individual Skills Progression The internet

	Making Posters and Presentations	Research project around interests Online Quizzes

Pathway Three (spiral curriculum)

Autumn	Spring	Summer
Magic Carpet Smart Board Activities Using IPAD apps Using Household appliances Interactive toys	Magic Carpet Smart Board Activities Using IPAD apps Using Household appliances Interactive toys	Magic Carpet Smart Board Activities Using IPAD apps Using Household appliances Interactive toys

Pathway Five (spiral curriculum)

Autumn	Spring	Summer
Online Safety ICT individual Skills progression (Focus on mouse/keyboard skills)	Online Safety ICT Individual Skills Progression Digital Art	Online Safety ICT Individual Skills Progression Accessing Computer Games