Information and Communication Technology Scheme of Work

The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Careers Education, Information, Advice and Guidance (CEIAG) across school.

Information Communication Technology

The **intent** of our ICT curriculum is to deliver a curriculum which is accessible to all and will inspire **happy confident independent learners** who are **prepared for adulthood.** As a result of this they will:

- Develop and understand how to use ICT safely
- Develop competence and confidence in the use of ICT
- Develop competence and confidence in keeping safe online
- Understand how to report concerns of inappropriate behaviour online
- Communicate effectively and positively online and in all modes of communication
- Understand the importance of keeping personal information safe and how to keep it safe
- Understand the importance of accurate and reliable information and how to source this information
- Have a creative approach to ICT lessons where they have opportunities to express themselves and develop their thoughts and ideas
- Understand how to use ICT for the best and in the most effective way for a healthy adult lifestyle

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- **PFA links**
- **Cultural Capital links**
- **Reading opportunities**
- **Key Vocabulary**
- **Planned differentiation, Resource, Support or activity**

Class groups are based upon English ability; therefore,each ICT group has a wide range of abilities. With this in mind, each unit planned has a set of progressive and sequenced skills and knowledge objectives at three levels - **logging on, connected, cyber genius**. This allows us to differentiate, challenge and extend all of our children in each class no matter their ability. These have been renamed to reflect the subject terminology

Long Term Information Technology and Communication plan

The curriculum that is in place is based upon two things:

1) ICT and Computing activities that lead to achieving **the school's intent** - to deliver a curriculum which is accessible to all and will inspire **happy, confident, independent learners who are prepared for adulthood.**
2) ICT and Computing that is relevant, usable and **supports individual learning needs** of students at Epinay School.

In order for us to achieve this, we have based our scheme of work on the following **3 Key statements** across the academic year.

1. To use technology effectively both now and as adults in all settings.
2. To equip students with the knowledge to access and use technology safely.
3. To use the creative aspects of technology to promote and support mental health and well being through hobbies and interests and provide skills for pathways.

Overview Phase 2 and 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Keeping Safe	Communication Technology and Skills	Communication Technology and Skills	Programming	Keeping Safe	Creativity

At Epinay school there are a range of students with complex needs. 100% of students are diagnosed as having a learning difficulty/disability, within this a large % of students are diagnosed as having ASD, MLD and SLD (May, 2022). These developmental disabilities can cause significant social, communication and behavioural challenges. They affect how a person acts and interacts with others, communicates, and learns.

For this reason information technology and communication activities have been carefully chosen to reflect this. students generally have difficulties in the following areas:

- Processing information - organising ,sequencing and prioritising.
- Social and Communication Skills - students may have difficulty understanding and accessing social norms such as social media

Because of this, the scheme of work has been designed to ensure students can develop these areas, while also ensuring that information technology and communication at Epinay is inclusive for all learners, and that they can take part in all lessons with a varied degree of differentiation and support.

A rationale as to why each element of information technology and communication is included, whilst also looking at progression of skills and knowledge throughout each phase. We are mindful that in mixed ability classes there are students of varying abilities in ICT, therefore students will progress through the skills and knowledge at an appropriate and challenging pace, with the overall intent being that they are working towards the 3 key ICT statements and are ultimately prepared for accreditation at phase 4 and on into adulthood.

Progression of skills and knowledge

Phase 1 - Students work towards meeting phase 1 targets based on child initiated learning and good practice.

Phase 2 & 3 - Students build on the skills knowledge gained in phase 1 and work through progressive objectives

Phase 4 - Students are in a place to use the skills and knowledge gained in Phase 2 and 3 to begin a chosen qualification route, this may be Entry level certificate, Functional Skills or GCSE dependent upon ability.

Phase 5 - Students are in a place to use the skills and knowledge gained in Phase 4 to achieve a higher level of qualification if it is their chosen pathway but do not access core ICT sessions.

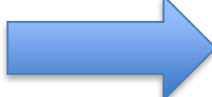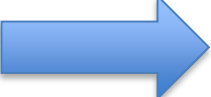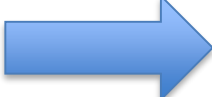**Information and Communication Technology Scheme of Work**

Autumn 1 and Summer 2 - Keeping Safe

Rationale: Benefits for our students are:

- Reminds and prepares students at the start of the academic year for safe ICT use
- Reminds and equips students with the knowledge and skills to keep themselves safe in ICT during the summer break
- Develops the skills to identify inappropriate content, messages, images etc online.
- Provides students with the knowledge of how to report anything which makes them worried or concerned
- Provides students with the skills to be kind online and the use the communication and technology for positive reasons
- Develops an awareness and an understanding of real life situations and terms (e.g. upskirting)

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

Planned PFA Links/SMSC	Visit from Clennels for bespoke e-safety talk/presentation Northumbria Police personal safety workshop Access to the Word (ICT in Schools) Visit to the word to access purpose built facilities and to engage technology E-Safety Day (Annually in February)

Planned Reading Opportunities	Reading of SMART Rules for online safety To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.				
Planned Key Vocabulary - Subject specific	E-Safety, safety, personal, password, secure, private, communicate, personal information, kind, unkind, online, weak, strong, dangers, digital footprint, choices, upskirting, grooming, consent, self help and consequences				
Logging on	**Connected**	**Cyber Genius**	**Logging on**	**Connected**	**Cyber Genius**

Keeping Safe - Autumn 1 and Summer 1

Logging on	Connected	Cyber Genius	Logging on	Connected	Cyber Genius
1.Students can log on with support and understand the importance of a password 2.Students understand how and why to communicate safely online 3.Students have a basic understanding of personal information (name up to 3 pieces of information) 4.Students will understand that they need permission to take an image	1.Students log on independently and discuss the importance of keeping passwords private. 2.Students identify kind and unkind behaviour online and who to tell 3.Students understand the term personal information (name up to 5 piece of information) 4.Students understand that they need permission to share an image	1.Students can change passwords with support and use upper and lower case 2.Students are aware of different ways to communicate online and are aware of what cyberbullying is. 3.Students can identify the difference between personal information and information 4.Students understand the consequences of taking and sending images without permission 5.Students understand why "upskirting" is	1.Students can identify weak and strong passwords. 2.Students identify and understand the term cyber bullying 3.Students can discuss the dangers of revealing personal information 4.Students understand how to report inappropriate images they may receive 5.Students have an understanding of the	1.Students can change password independently on a range of programs using upper and lowercase letters and numbers 2.Students understand the impact of cyberbullying and how to report 3.Students understand the term digital footprint and the impact of revealing personal information 4.Students are aware of the age of consent for accessing pornography	1.Students can change passwords independently on different devices using upper and lower case letters, numbers and symbols. 2.Students make right choices and help others to make the right choices informing others how to keep safe. 3.Students understand how to remove digital footprint 4.Students are aware of the consequences of sharing pornographic and inapprorpiate images in line with the age of consent. 5.Students understand the consequences of

5.Students have an awareness of the term "upskirting"

6.Students are aware of the term "grooming"

7.Students are aware of the term "social media"

8.Students are aware of who and what services can provide "self help" guidance | 5.Students can discuss what the term "upskirting" means

6.Students can identify upto 3 ways a person might try and "groom" and the dangers of talking to strangers online
7.Students can identify forms of social media

8.Students know how to access "self help" guidance | inappropriate and who to report too
6.Students can identify upto 5 ways a person might try and "groom", the dangers of meeting people met online how to report
7.Students are aware of the age of consent to have a profile and what is a safe profile

8.Students understand the importance of "self help" | image of "upskirting" on a victim
6.Students are aware of what to look out for incase friends are being "groomed" and where to report too.

7.Students know to how keep profile private on social media and understand why social media has an age of consent
8.Students can assist a friend with getting "self help" information | 5.Students are aware of how to report "upskirting" online

6.Students understand the consequences of grooming for victim and offender

7.Students are aware of the latest social media and how to report and block on the site.

8.Students know how to report mental health and safeguarding concerns in school and online | "upskirting" for the offender
6.Students have solid knowledge of what grooming is, the consequences, how to report and how to help others.
7.Students are able to use a range of social media safely and know how to make profiles private, how to block and report on all sites.
8. Students understand the importance of looking after mental health, others mental health and where to access help and support. |

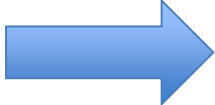## Information and Communication Technology Scheme of Work

Communication Technology and Skills- Autumn 2 and Spring 1

Rationale: Benefits for our students are:

- Knowledge to search for and access college, training or job application forms
- Skills to download, complete and upload applications
- Organise documents, files and folders.
- Knowledge and skills to access and complete forms online
- Understand the term copyright, plarigims and why it is important.
- Transferable skills to other subject areas when using ICT.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

Planned PFA Links/SMSC	Work experience opportunities and encounters in job roles using ICT e.g. companies offering roles in administration, operations, logistics etc. Interview employees who use communication technology in a job role. E.g teacher, school support, etc. Careers Education sessions with DwP to use skills to produce CV and covering letters/emails Use skills to apply for post 16 and 18 destination (complete applications, download, attach) Visit to a website developer (e.g. Urban River) Visit to workplaces using communication technology e.g. companies offering roles in administration, operations, logistics etc. History of computers and communication technology exhibition (The word/Centre for Life/Discovery Museum)
Planned Reading Opportunities	Re-drafting of work, editing, typing. Read and reply to emails SMART e-safety rules To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.
Planned Key Vocabulary - Subject specific	Document, open, save, file, folder, rename, keyboard, function, symbol, shortcut, select, format, bullet points, edit, Word, Powerpoint, Email, Internet, website, app, password, sent, receive, attachment, compose, reply, download, contact, location, consent, copyright, plagiarism.

	Logging on	Connected	Cyber Genius	Logging on	Connected	Cyber Genius
	→	→	→	→	→	→
	Communication Technology and Skills- Autumn 2 and Spring 1					
Key skills for communication	Students can open a new document	Students can save the document into the correct location	Students can open saved document from folders and by using recent documents on specific programs	Students can create a new folder to save work too and understand the importance of appropriate folder names.	Students can rename folders and understand the importance of appropriate filenames	Students can zip files and understand why this would be used

Word	Students know the functions of and can type on a keyboard	Students can type access and use keyboard symbols and shortcuts	Students can edit text using mouse and keyboard	Select and format text	Students add header, footer, date and page numbers	Students can add an table and other features such as bullet points
PP	Students can open a new powerpoint and add a new slide with basic text	Students can change text type and format and add background	Students can add an image to a slide through copy and paste in an appropriate place on the slide	Students can add animation and transitions to slides	Students can link slides, add hyperlinks and add a photo through saving the file and opening from file	Students can add sound clips, timings to presentation
Email	1.Students can log into emails with support 2.Students understand they can share information online via email or school learning platform (google classroom) 3.Students are able to open an email sent to them with support 4.Student can delete emails with support 5.Students can identify reply and use send buttons	1.Students can open email website/app with support 2.Student know that email is a method of sending and receiving messages through the internet 3.Students are able to open an email sent to them independently 4.Students can delete emails independently 5.Students can send a reply to an email with support	1.Students can access emails independently 2.Students can identify the difference in communicating via email and online forums 3.Students are able to compose a new email with support 4.Students are able to delete emails without opening. 5.Students can send a reply to an email independently	1.Students understand the importance of an appropriate email address for the future 2.Students can participate in a class forum discussion with support 3.Students are able to compose a new email independently 4.Students are able to identify junk emails from subject line and delete 5.Students reply to an email copying a new email address into the reply	1.Students understand and can apply a secure password in email settings 2.Students can independently and kindly communicate on a forum (google class chat) 3.Students understand CC in emails 4.Students are able to block email addresses 5.Students are aware of reply and reply all and when these should be used. Students will read email and	1.Students understand how to independently change password on email account and how often to change password 2.Students understand how to report unkind behaviours in online forums 3.Students understand BCC in emails 4.Students are able to delete from other folders (spam and junk) and discuss what these folders are. 5.Students will understand "schedule email" and will use the icon to schedule an email to send.

	6.Students can identify the icon for an attachment. 7.Students can identify a email address	6.Students have an understanding of the term attachments and can identify when an email has an attachment 7.Students can discuss what is unique about an email address	6.Students have an understanding of what can be attached to emails 7.Students can type an email address provided into an email	6.Students can download an attachment from an email, edit attachment and return 7.Students can access email address book and send an email via the address book	choose which is appropriate. 6.Students can download an image from the internet and save in a folder or send a file from a folder as an attachment 7.Students can add a contact to the address book and share a contact via email	6.Students understand the importance of antivirus to scan attachments and not to open unknown attachments. 7.Students can create a group of contacts in the address book and understand when these will be used and if BCC should be used when communicating as a group
Using and applying skills on the internet	1.Students can recognise symbols of connectivity to the internet 2.Students can navigate safe provided websites with support and begin to understand the difference between real and online experiences 3.With support students can search for an image with keyword provided	1.Students can use icons to check connectivity and recognise when no connectivity 2.Students can identify a web browser, and inavigate age appropriate websites (provided) 3.Students independently search for images	1.Students can discuss how to restore connectivity on device and using a router and who to contact if problems persist 2.Students can open and navigate websites independently 3.Students can identify a search	1.Students understand internet speeds and internet providers and how to report issues with internet speed. 2.Students can identify features of a webpage 3.Students can create own keywords to	1.Students can compare internet providers speed, cost and other elements of internet packages e.g support, equipment etc. 2.Students can Discuss features of websites to identify accuracy and trust (e,g padlock) 3. Students can discuss the function of a search engine	1.Students can identify the best providers for their location, budget and requirements. Students also understand internet can be classes as essential (WFH) for some and non essential expenditure for others (leisure use) 2.Students can discuss how to identify trustworthy and reliable websites. 3.Students can discuss search results and have an

		with keywords provided	engine open independently and search purposefully for answers to specific questions provided	complete search and search independently		awareness of adverts at the top of search results (paid adverts)
	4.Copyright awareness - Students understand importance of naming work and understand the terms fact and opinion

5.Students identify devices which involves screen time | 4.Student have an awareness of the term copyright ands can give/research examples of facts and opinions
5.Students have an awareness of screen time | 4.Students identify features of trusted websites.and students can discuss the term copyright examples

5.Students understand the term screen time | 4.Students have an awareness of the term plagiarism and understand how to identify reliable and accurate facts
5.Students understand what is an appropriate amount of screen time | 4. Students can discuss the consequences of plagiarism and how to use information from websites
5. Students understand the impact of screen time | 4.Students can copy, paste and edit information without committing plagiarism.

5.Students understand the importance of limiting screen time, implement a plan to limit screen time or have an awareness of apps to aid limiting screen time. |
| | 6.<mark>Students are aware of the term age of consent</mark> | 6.Students understand film ratings P-18 | 6.Students understand game age ratings (PEGI) | 6.Students understand why films and games have age ratings | 6. Students understand the importance of film and age ratings | 6. Students understand the consequences for mental health and other factors of viewing/playing age inappropriate films/games. |
| | 7.Students are aware of the term location sharing | 7.Students understand what the term location sharing means | 7.Students have a basic understanding of the dangers of location sharing | 7.Students understand how to enable and disable location sharing on various devices and social media | 7. Students understand the positives around parental tracker | 7.<mark>Students can discuss the consequences of location sharing</mark> and differentiate between location sharing and parental trackers. |

Information and Communication Technology Scheme of Work

Programming Spring 2

Rationale: Benefits for our students are:

- Develop logical thinking skills
- Develops an understanding of the importance of direction, following instructions and sequence of instructions
- Develops problem solving skills
- Build resilience when solving problems
- Develops team working and communication skills through programming

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

Planned PFA Links/SMSC	Interview employees working in roles involving programming e.g. traffic light control, Nexus metro control Use of lifeskills hub to see how programming is commonplace in everyday life e.g. washing machine Visit a control room to see how programming operates e.g. nexus control room for metro The Word - to access programming software not available in school
Planned Reading Opportunities	To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.
Planned Key Vocabulary - Subject specific	Programming, instructions, forward, backwards, left, right, rotate, repest, degrees, events, timed events, sequence, debug, solution, algorithm.

Logging on	Connected	Cyber Genius	Logging on	Connected	Cyber Genius

Programming Spring 2

1.Understand instructions forward and backwards and turn to move around the classroom 2.Follow a given/basic set of instructions	1.Understand instructions forward/backward/turn/rotate left and right to move around the classroom 2.Follow a more complex set of instructions	1.Understand repeat and 90/180/360degree turn instruction to move around the classroom 2.Understand a set of instructions are an algorithm and put	1.Understand instructions involving events (e.g when arrive at destination collect book) 2.Follow a set of instructions involving events	1.Understand instructions involving timed events (after 3 seconds turn) 2.Follow a set of instructions involving timed events	1.Understand instructions involving events and timed events 2.Follow a set of instructions involving events and timed events

3.Create a simple/basic set of instructions for a toy (e.g. beetbot) 4.Create a simple/basic set of instructions for a person 5.Identify an error in a basic set of instructions (forward and back only) 6.Create a basic solution to a basic error in instructions (forward and back only)	3.Create a set of instructions for a toy using turn/rotate/left/right 4.Create a set of instructions for a person using turn/rotate/left/right 5.Acknowledge mistakes in a set of instructions and attempt to debug 6.Debug a set of instructions involving urn/rotate/left/right	instructions in a sequence 3.Create a complex set of instructions for a toy using degree turns and repeat 4.Create a set of instructions for a person using degree turns and repeat 5.Understand the importance of precision with instructions and debug mistakes 6.Debug a complex set of instructions (degree turns and repeat)	3.Create a basic set of instructions for a computer program 4.Create a simple/basic set of instructions for a person using events 5.Understand the importance of precision with instructions and debug mistakes with events 6.Debug a complex set of instructions with events	3.Create a more advanced set of instructions for a computer program 4.Create a simple/basic set of instructions for a person using timed events 5.Understand the importance of precision with instructions and debug mistakes with timed events 6.Debug a complex set of instructions with timed events	3.Create a complex set of instructions for a computer program 4.Create a simple/basic set of instructions for a person using events and timed 5.Understand the importance of precision with instructions and debug mistakes with events and timed events 6.Debug a complex set of instructions with events and timed events

Information and Communication Technology Scheme of Work

Creativity Summer 2

Rationale: Benefits for our students are:

- Use ICT to develop and access hobbies
- Develop skills in creative business development
- Develop the use of technology to aid creativity
- Understand the importance of evaluation working and evaluating others work
- Understand the importance of accepting critique and developing work.

The objectives that children meet are logged electronically. Termly progress data is collected by the outcomes lead and reported on.

Planned PFA Links/SMSC	Work experience/encounters with designers/web developers Visits to creative businesses/marketing advertising agencies What jobs involve creativity? E.g. fashion, media content, artist, music etc

		Art galleries - South Shields Museum & Art Gallery, Laing Art Gallery, Northern Gallery for Contemporary Art Visit to a website developer (e.g. Urban River) Arts4Wellbeing South Shields			
Planned Reading Opportunities		To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.			
Planned Key Vocabulary - Subject specific		Paint, colours, palettes, shade, effects, edits, brushes, tools, width, fill, text, shape, layout, assess, evaluate, draw, images, 3D, recreate.			
Logging on	**Connected**	**Cyber Genius**	**Logging on**	**Connected**	**Cyber Genius**
Creativity Summer 2					
1.With support students can paint with different colours 2.With support students can paint with different brushes 3.With support students can create shapes and use fill 4.With support students can draw with lines 5.With support students can add a text box 6.With support students can create a piece of art using all skills above	1.Students can paint with different colours 2.Students can paint with different brushes 3.Students can create shapes and use fill 4.Students can use lines to draw 5.Students can add text 6.students can create a piece of art using all skills above	1.Students can mix colours using a palette 2.Students can paint using different tools 3.Students can change border thickness of shape and line colour 4.Students can change line colour and thickness 5.Students can add effects to text 6.students can plan create a piece of art using all skills above	1.Students can change shade and effects 2.Students can use a range of tools to reproduce a style of art 3.Students can use combine shapes to make images 4.Students can combine lines to write name 5.Students have an understanding of combining images and text 6.Students can transfer skills to an alternative art package provided by teacher	1.Students can edit work 2.Students can choose a style of art from a selection and recreate 3.Students can use 3d shapes in art 4.Students can combine lines to draw images 5.Students have a good understanding of an effective layout 6.Students can transfer skills to an alternative art package of their choice. (animation?)	1.Students can edit work and discuss why they made the edits (colours) 2.Students can edit work and discuss why they made the edits (tools) 3.Students can edit work and discuss why they made the edits (shape) 4.Students can edit work and discuss why they made the edits (lines) 5.Students can combine objects effectively 6.Students can self and peer assess/evaluate a piece of work.