

# 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 - **Bit, Byte, Megabyte**. 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
Being Safe	Productivity 1	Online	Productivity 2	Creativity and Activity	Preparing for Adulthood

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 - Being Safe

**Rationale: Benefits for our students are:**

- Introduces students to computers and healthy and safe habits for computer use.
- Reminds and prepares students at the start of the academic year for safe ICT use.
- 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.

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

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9
Skills 1-3 within a theme of teacher's choice	Skills 3-5 within a theme of teacher's choice	Skills 5-7 within a theme of teacher's choice	Skills 7-9	Skills 9-11	Skills 11-13	Skills 13-15	Skills 14-16	Skills 16-18

<b>Planned PFA Links/SMSC</b>	Visit from Clennels for bespoke e-safety talk/presentation Access to the Word (ICT in Schools) for online safety advice and workshops. Visit to the word to access purpose built facilities and to engage technology E-Safety Day (Annually in February)
<b>Planned Reading Opportunities</b>	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.

<b>Planned Key Vocabulary - Subject specific</b>	Computer, mouse, keyboard, monitor, laptop, headphones, log in, log out, comfort, comfortable, password, printer, appropriate, inappropriate, safety, <b>bullying</b> , <b>cyberbullying</b> , social media, <b>sexting</b> , <b>nude</b> , <b>blackmail</b> , <b>consent</b> , information, conflict, <b>grooming</b> , <b>groomer</b> , <b>paedophile</b> , fact, opinion, fact-check.		
<b>Skill</b>	<b>Bit</b>	<b>Byte</b>	<b>Megabyte</b>
<b>(1) How to sit at and arrange a desktop computer.</b>	I can sit at a desktop computer correctly and comfortably.	I can arrange the keyboard, mouse and monitor for access and ease of use.	I can unplug and plug peripherals (mouse, keyboard) to achieve proper access and comfort.
<b>(2) How to arrange a laptop computer.</b>	I can place and sit before a laptop computer correctly and comfortably.	I can plug and unplug a laptop's charger safely and for ease of access.	I can plug and unplug peripherals for a laptop computer (mouse, headphones).
<b>(3) How to turn a computer on and off.</b>	I can safely switch on a desktop computer by the buttons on the case and monitor.	I can safely switch on a desktop computer and monitor at both ends of their power cables.	I know that it is unsafe to switch off a desktop computer before shutting down Windows.
<b>(4) How to log into and out of Windows.</b>	I can remember my username and password for Windows in each lesson.	I can type in my username and password for Windows in each lesson.	I can change my Windows login password to another suitable password.
<b>(5) How to use a mouse.</b>	I can left-click a mouse to select things and can left-click drag to select many things.	I can right-click a mouse reliably to show right-click menus.	I can use single, double and triple left-clicks to select a point in text, a word or a paragraph.
<b>(6) How to use a keyboard.</b>	I can type lowercase letters reliably on a keyboard.	I can use the shift key to type uppercase letters and symbols reliably.	I can use the control key to use selected keyboard shortcuts for cut, copy, paste and print.
<b>(7) How to print from a computer.</b>	I can recognise and use 'Print' buttons and/or menus.	I can use the school's photocopiers to collect printing.	I can use 'Printer Properties' to print in B&W or colour.
<b>(8) How to use passwords.</b>	<b>I can explain why passwords are needed and how to keep them safe.</b>	<b>I can distinguish between weak and strong passwords.</b>	<b>I can use websites to suggest strong passwords.</b>

<b>(9) Using websites appropriately.</b>	I can name some websites which are inappropriate for school.	I know which internet search terms are appropriate and inappropriate for school.	I know what the 'Dark Web' is and some of the possible effects of using it.
<b>(10) Understanding bullying.</b>	I can recognise and tell the difference between bullying in real life and online.	I can recognise examples of cyberbullying, and how to report it in person.	I can explain the effects of bullying in real life and online.
<b>(11) How to use personal information safely.</b>	I can recognise examples of my personal information.	I can group which personal information is safe or unsafe to share online.	I can name some effects of sharing personal information online.
<b>(12) How to use consent safely.</b>	I can explain what 'consent' means and ask for it in example situations.	I can group which situations in real life and online require consent; and can report when consent is not given.	I can explain the effects of not seeking consent for sharing photographs. I can explain what 'revenge porn' is.
<b>(13) Social media.</b>	I can name some common social media and recognise their icons.	I can explain how to block and report posts and people on the common social media.	I can explain some of the advantages and disadvantages of social media (conflicts in school, screen time, etc.).
<b>(14) Online behaviour 1.</b>	I know what the words 'cyberbullying', 'sexting' and 'nudes' mean.	I can list ways to respond to bullying, sexting and blackmail from social media.	I know how I am legally responsible for my behaviour online, including bullying, sexting and blackmail.
<b>(15) Online behaviour 2.</b>	I know the meanings of the words 'scam', 'troll' and 'grief' (in the context of online behaviour).	I can list some common ways that scams, trolls and griefers present themselves online.	I can suggest ways to respond and report scams, trolls and griefers on social media and in online games.
<b>(16) Online pressures.</b>	I know the meanings of the terms 'gambling' and 'loot box'.	I can list some of the ways in which young people are pressure to buy online products, such as in-game purchases, DLC and subscriptions.	I can describe how some companies prey on young people's 'Fear of Missing Out' and the pressure of social media influencers and trends.
<b>(17) Understanding grooming.</b>	I can recognise some ways in which grooming happens online.	I name some of the ways in which grooming happens; how to report grooming.	I can name some of the effects of grooming (sexual exploitation, radicalisation, etc.).

<b>(18) How to recognise facts and opinions online.</b>	I can recognise some facts and some opinions in real life and online.	I can use internet searches to verify a fact or to prove that something is opinion.	I can suggest some reliable websites for fact-checking; and can explain some effects of fake news and conflict from differing opinions.
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## Information and Communication Technology Scheme of Work

### Autumn 2 - Productivity 1

**Rationale: Benefits for our students are:**

- Organise documents, files and folders.
- Understand the term plagiarism and why it is important.
- Knowledge to search for and access college, training or job application forms
- Skills to download, complete and upload applications
- 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.

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9
Skills 1-2 within a theme of teacher's choice	Skills 2-3 within a theme of teacher's choice	Skills 3-4 within a theme of teacher's choice	Skills 4-5, 11	Skills 5-6, 11	Skills 7-8, 12	Skills 8-9, 13	Skills 9-10, 12	Topics 5-8, 11, 13

<b>Planned PFA Links/SMSC</b>	Interview employees who use communication technology in a job role. E.g teacher, school support, etc. Visit to workplaces using communication technology e.g. companies offering roles in administration, operations, logistics etc.
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<b>Planned Reading Opportunities</b>	Re-drafting of work, editing, typing. 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.		
<b>Planned Key Vocabulary - Subject specific</b>	File, folder, document, word processor, Word, presentation, Powerpoint, picture, text, PDF, Windows, text, picture, image, insert, resize, format, font, toolbar, menu, text wrap, fact, opinion, fact-checking, plagiarism, <b>consequence</b> , <b>fake news</b> .		
<b>Skill</b>	<b>Bit</b>	<b>Byte</b>	<b>Megabyte</b>
<b>(1) Using files.</b>	I can find and open examples of files for Word, Powerpoint, pictures, text files and PDFs.	I can rename and delete files using the Windows Explorer ribbon or right-click menu.	I can find files using Windows Explorer's search bar.
<b>(2) Using folders.</b>	I can find and open examples of folders and folders-within-folders.	I can rename and delete folders using the Windows Explorer ribbon or right-click menu.	I can find folders using Windows Explorer's search bar.
<b>(3) Using Microsoft Powerpoint 1</b>	I can make a new, blank Powerpoint document and type text in it.	I can open an existing Powerpoint document, make a text box in it and type text in that.	I can find and open an existing Powerpoint document given only its name in the Windows file structure.
<b>(4) Using Microsoft Powerpoint 2</b>	I can print a Powerpoint document by clicking the toolbar or from the File menu.	I can save a Powerpoint document with an appropriate name by clicking the toolbar or from the File menu.	I can find and open a previously saved Powerpoint document in the folder structure of Windows.
<b>(5) Using Microsoft Powerpoint 3</b>	I can make a text box in Powerpoint and type text into it.	I can move and resize a text box in Powerpoint; and can format the text in it for different font faces, sizes, and colour.	I can insert, move, resize and format the colours of shapes in Powerpoint.
<b>(6) Using Microsoft Powerpoint 4</b>	I can insert a picture into a Powerpoint document.	I can change the size and position of a picture in a Powerpoint document.	I can explain why large, good quality pictures are preferred in a Powerpoint document.
<b>(7) Using Microsoft Word 1</b>	I can make a new, blank Word document and type text in it.	I can open an existing Word document and type or delete text in	I can find and open an existing Word document given only its name in the

		it.	Windows file structure.
<b>(8) Using Microsoft Word 2</b>	I can print a Word document by clicking the toolbar or from the File menu.	I can save a Word document with an appropriate name by clicking the toolbar or from the File menu.	I can find and open a previously saved Word document in the folder structure of Windows.
<b>(9) Using Microsoft Word 3</b>	I can select and format text's font face, size and colour.	I can select and format text as bold, italic and underline, numbered and bulleted lists.	I can select and format text's alignment and understand when it is appropriate to use these and all the previous formatting types.
<b>(10) Using Microsoft Word 4</b>	I can insert a picture into a Word document.	I can change the size and position of a picture in a Word document.	I can format text in Word to wrap around a picture in different ways.
<b>(11) How to make a presentation (skill learnt passively in other lessons)</b>	I can talk about my Powerpoint presentation in my class.	I can present a Powerpoint document at the front of my class with a script.	I can talk freely without prompts or script about my Powerpoint document.
<b>(12) How to recognise facts and opinions online.</b>	I can recognise some facts and some opinions in real life and online.	I can use internet searches to verify a fact or to prove that something is opinion.	I can suggest some reliable websites for fact-checking; and can explain some effects of fake news and conflict from differing opinions.
<b>(13) Understanding plagiarism.</b>	I can rewrite text found on an internet search into my own words.	I can understand that the word 'plagiarism' means copying someone's work without permission.	I can suggest some consequences of plagiarism.

## Information and Communication Technology Scheme of Work

### Spring 1 - Online

**Rationale: Benefits for our students are:**

- How to use the Internet and their time online safely and productively.
- How to search the Internet for good and reliable information.
- How to filter out misleading or harmful information from a search.
- Provides students with the skills to be kind online and the use the communication and technology for positive reasons.
- 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.

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9
Skills 1-2 within a theme of teacher's choice	Skills 2-3 within a theme of teacher's choice	Skills 3-4	Skills 4-6	Skills 7-8	Skills 8-9	Skills 9-10	Skills 10-11	Skills 11-13

<b>Planned PFA Links/SMSC</b>	The Word - to access programming software not available in school. Use skills to apply for post 16 and 18 destination (complete applications, download, attach)
<b>Planned Reading Opportunities</b>	To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.
<b>Planned Key Vocabulary - Subject specific</b>	Internet, web, website, browser, Google, Chrome, Microsoft, Edge, reload, refresh, <b>personal information</b> , appropriate, <b>inappropriate</b> , <b>Dark Web</b> , <b>bullying</b> , <b>cyberbullying</b> , fact, opinion, fact-checking, email, Gmail, sender, recipient, subject, body, address, contact, attachment, format, font, italic, bold, underline, Zip file, spam, junk.

Skill	Bit	Byte	Megabyte
<b>(1) Using a browser.</b>	I can open a browser (Google Chrome or Microsoft Edge) and type text into its search bar.	I can use a browser's 'Back', 'Forward' and 'Reload' buttons when required.	I can use a browser's menu to print a website.
<b>(2) How to use personal information safely.</b>	I can recognise examples of my personal information.	I can group which personal information is safe or unsafe to share online.	I can name some effects of sharing personal information online.
<b>(3) Using internet searches.</b>	I can copy-paste text and an image (right-click menu on the image) from an internet search.	I can identify effective keywords to make concise internet searches.	I can download an image from an internet search and save it to an appropriate place with an appropriate name.
<b>(4) Using websites appropriately.</b>	I can name some websites which are inappropriate for school.	I know which internet search terms are appropriate and inappropriate for school.	I know what the 'Dark Web' is and some of the possible effects of using it.
<b>(5) Understanding bullying.</b>	I can recognise and tell the difference between bullying in real life and online.	I can recognise examples of cyberbullying, and how to report it in person.	I can explain the effects of bullying in real life and online.
<b>(6) How to recognise facts and opinions online.</b>	I can recognise some facts and some opinions in real life and online.	I can use internet searches to verify a fact or to prove that something is opinion.	I can suggest some reliable websites for fact-checking; and can explain some effects of fake news and conflict from differing opinions.
<b>(7) Using emails 1</b>	I can find the Realsmart website and log into Gmail independently.	I can differentiate the email addresses of familiar people from those of strangers.	I can explain what may happen if I use an inappropriately named email address.
<b>(8) Using emails 2</b>	I can open and read an email in Gmail.	I can make a new, blank email using the Compose button in Gmail.	I can check an email for the correct recipients, spelling and grammar before sending.
<b>(9) Using emails 3</b>	I know who it is appropriate to send emails to.	I can use appropriate English to write an informal email and a formal	I can format and arrange an email's body text according to a formal

		email.	standard.
<b>(10) Using emails 4</b>	I can write appropriate text in the Subject line and Body of a new email.	I can use the Recipients line of a new email to autocomplete address for people at school.	I can format text in an email's body: font style, size, colour, bold, underline and italics.
<b>(11) Using emails 5</b>	I can delete an existing email in Gmail.	I can navigate Gmail's folder structure to look at a deleted email.	I can move a deleted email in Gmail back into my Inbox.
<b>(12) Using emails 6</b>	I can download attachments from an email in Gmail.	I can add attachments to an email that I have made in Gmail.	I can download multiple attachments from an email as a ZIP file and extract them.
<b>(13) Using emails 8</b>	I can differentiate a junk or spam email from my regular email and delete it.	I can list some ways to spot junk or spam emails easily.	I can suggest some of the effects of reading and clicking links on junk or spam emails.

### Information and Communication Technology Scheme of Work

## Spring 2 - Productivity 2

**Rationale: Benefits for our students are:**

- Develop skills in creative business development
- Revising and rewriting drafts of written work.
- 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.

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9
Topics 3, 7, 12	Topics 4, 8, 12	Topics 5, 9, 12	Topics 6, 10, 12	Topics 4, 5, 8, 9, 13	Topics 4-6, 8-10, 13	Topics 3-5, 7-9, 12	Topics 5-6, 9-10, 11	Topics 5-6, 9-10, 11

<b>Planned PFA Links/SMSC</b>	The Word - to access programming software not available in school. Visit offices where computer work is carried out.		
<b>Planned Reading Opportunities</b>	To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.		
<b>Planned Key Vocabulary - Subject specific</b>	Cloud, Google Drive, Zip file, document, file, PDF, folder, font, format, alignment, bold, italic, underline, image, picture, word processing, presentation, <b>personal information</b> , fact, opinion, fact-checking, fake news.		
<b>Skill</b>	<b>Bit</b>	<b>Byte</b>	<b>Megabyte</b>
<b>(1) How to navigate Google Drive. (skill learnt passively in other lessons)</b>	I can log into Realsmart and/or Google Drive independently.	I can find files and folders in my own Google Drive space by navigating the folder structure and by the search bar.	I can make new folders and rename existing folders within Google Drive.
<b>(2) How to download from and upload to Google Drive.</b>	I can download a single file from Google Drive.	I can upload to Google Drive from the New button, right-click menu or	I can upload or download multiple files at once to or from Google Drive;

<b>(skill learnt passively in other lessons)</b>		by dragging.	and extract the resulting ZIP file.
<b>(3) Using Google Docs 1</b>	I can make a new, blank Google Docs document and type text in it.	I can open an existing Google Docs document and type or delete text in it.	I can find and open an existing Google Docs document given only its name in the Google Drive file structure.
<b>(4) Using Google Docs 2</b>	I can print a Google Docs document by clicking the toolbar or from the File menu.	I can find and open a previously saved Google Docs document in the folder structure of Google Drive.	I can share a Google Docs document with other, appropriate people.
<b>(5) Using Google Docs 3</b>	I can select and format text's font face, size and colour.	I can select and format text as bold, italic and underline, numbered and bulleted lists.	I can select and format text's alignment and understand when it is appropriate to use these and all the previous formatting types.
<b>(6) Using Google Docs 4</b>	I can insert a picture into a Google Docs document.	I can change the size and position of a picture in a Google Docs document.	I can format text in Google Docs to wrap around a picture in different ways.
<b>(7) Using Google Slides 1</b>	I can make a new, blank Google Slides document and type text in it.	I can open an existing Google Slides document, make a text box in it and type text in that.	I can find and open an existing Google Slides document given only its name in the Google Drive file structure.
<b>(8) Using Google Slides 2</b>	I can print a Google Slides document by clicking the toolbar or from the File menu.	I can find and open a previously saved Google Slides document in the folder structure of Google Drive.	I can share a Google Slides document with other, appropriate people.
<b>(9) Using Google Slides 3</b>	I can make a text box in Google Slides and type text into it.	I can move and resize a text box in Google Slides; and can format the text in it for different font faces, sizes, and colour.	I can insert, move, resize and format the colours of shapes in Google Slides.
<b>(10) Using Google Slides 4</b>	I can insert a picture into a Google Slides document.	I can change the size and position of a picture in a Google Slides document.	I can explain why large, good quality pictures are preferred in a Google Slides document.

<b>(11) How to use PDF files.</b>	I can open an existing PDF file in my browser.	I can type within text boxes in an editable PDF file.	I can save my changes to an editable PDF file and print it.
<b>(12) How to use personal information safely.</b>	I can recognise examples of my personal information.	I can group which personal information is safe or unsafe to share online.	I can name some effects of sharing personal information online.
<b>(13) How to recognise facts and opinions online.</b>	I can recognise some facts and some opinions in real life and online.	I can use internet searches to verify a fact or to prove that something is opinion.	I can suggest some reliable websites for fact-checking; and can explain some effects of fake news and conflict from differing opinions.

## Information and Communication Technology Scheme of Work

# Summer 1 - Creativity and Activity

**Rationale: Benefits for our students are:**

- Understanding and using directional language.
- Introduction to programming and automating one's work.
- Use ICT to develop and access hobbies.
- Develop the use of technology to aid creativity.

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

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9
Skill 1	Skill 2	Skill 3	Skills 1-4	Skill 2-5	Skills 6-7, 11	Skills 6, 8, 11, 12	Skills 8-9, 11, 12	Skills 9-10, 12

<b>Planned PFA Links/SMSC</b>	Talk from an IT-related person in a career using programming. Visit to the Word to investigate programming and robots. The Word - to access programming software not available in school		
<b>Planned Reading Opportunities</b>	To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.		
<b>Planned Key Vocabulary - Subject specific</b>	Programming, instructions, forward, backwards, left, right, rotate, repeat, degrees, events, timed events, sequence, debug, solution, algorithm, artificial intelligence (AI), <b>consent</b> , rating.		
<b>Skill</b>	<b>Bit</b>	<b>Byte</b>	<b>Megabyte</b>

<b>(1) Programming: Directional movement 1</b>	I can follow a single verbal instruction, I can point my body forwards, backwards, left and right.	I can follow multiple written instructions, I can point my body forwards, backwards, left and right.	I can follow multiple instructions, I can point my body at given common angles (e.g. 45° to the right).
<b>(2) Programming: Directional movement 2</b>	I can follow a single verbal instruction, I can rotate and move my body forwards, backwards, left and right.	I can follow multiple written instructions, I can rotate and move my body forwards, backwards, left and right.	I can follow multiple instructions, I can rotate and move my body at given common angles (e.g. 45° to the right).
<b>(3) Programming: Directional movement 3</b>	I can follow someone else's single verbal instruction to rotate or move my body forwards, backwards, left or right.	I can follow someone else's multiple written instructions to go to a given place in the world.	I can correct (debug) someone's multiple, written and incorrect instructions to go to a given place in the world.
<b>(4) Programming: Turtle.</b>	I can follow and write a single instruction in the Logo/Turtle programming language to make shapes; and predict what Turtle will do.	I can follow and write multiple instructions in the Logo/Turtle programming language to make coloured shapes; and predict what Turtle will do.	I can write repetitions or loops in the Logo/Turtle programming language to make coloured shapes.
<b>(5) Programming: Scratch.</b>	I can follow and write a single movement instruction in the Scratch programming language to make a character move; and predict what the character will do.	I can follow and write multiple instructions in the Scratch programming language to make a character move and talk; and predict what the character will do.	I can use conditional language ('if' and 'when') and loops ('while') in the Scratch programming language to make decisions; and to predict what the character will do in each condition.
<b>(6) How to use a bitmap drawing program.</b>	I can make a new, blank Paint document and draw something of my choosing in it.	I can open and modify an existing picture file in Paint using different tools and colours.	I can use different brushes and shapes in a particular artistic style (e.g. van Gogh, pop art).
<b>(7) How to connect devices to a computer</b>	I can take photos on an iPad and retrieve those photos with support.	I can connect an iPad to a computer and collect pictures/videos from it independently.	I can disconnect and connect all the cables of a desktop computer (power, video, USB, ethernet).
<b>(8) Using images.</b>	I can use an iPad and the camera app to take photographs about a theme.	I can download JPG/JPEG photographs from an iPad to my desktop computer.	I can resize, crop and add effects to my pictures about a theme.

<b>(9) Using video.</b>	I can use an iPad and the camera app to record video about a theme.	I can download MOV movies from an iPad to my desktop computer.	I can edit my MOV video clips to remove errors, bloopers and silences.
<b>(10) How to use AI responsibly.</b>	I can use an AI image generator to make an appropriate image, and to make text about something.	I understand that AI can be used to make fake images and revenge porn.	I can suggest ways to spot fake AI images; and the possible effects of making fake AI images.
<b>(11) How to use consent safely.</b>	I can explain what 'consent' means and ask for it in example situations.	I can group which situations in real life and online require consent; and can report when consent is not given.	I can explain the effects of not seeking consent for sharing photographs. I can explain what 'revenge porn' is.
<b>(12) How to use movie and video game ratings.</b>	I can recognise the age ratings for movies and video games.	I can explain the advantage of movie and video game ratings.	I can explain some effects of neglecting or ignoring movie and video game ratings.

## Information and Communication Technology Scheme of Work

### Summer 2 - Preparing for Adulthood

**Rationale: Benefits for our students are:**

- Preparing the student for adulthood by using ICT.
- Completing job application forms and cover letters using ICT.
- Finding and travelling to businesses and colleges found online.
- How to recognise and respond to modern online pressures, bullying and fake news.

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

<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>	<b>Class 4</b>	<b>Class 5</b>	<b>Class 6</b>	<b>Class 7</b>	<b>Class 8</b>	<b>Class 9</b>
Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7-9	Skill 7-11	Skills 8-13

<b>Planned PFA Links/SMSC</b>	<p>Visit a Metro station or business or college found via online maps.          Take a journey to a specified business or college.          Online interview with someone involved with social media, TikTok, Youtube.          Buying items from an appropriate online store.          Visit a real-life bank.</p>		
<b>Planned Reading Opportunities</b>	<p>To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>		
<b>Planned Key Vocabulary - Subject specific</b>	<p>Health, hygiene, recipe, appliance, business, Metro, public transport, application, PDF, education, qualification, social media, block, report, appropriate, inappropriate, exploitation, blackmail, upskirting, consent, influencer, fear of missing out (FOMO), debit card, credit card, DLC, lootbox, grooming, paedophile.</p>		
<b>Skill</b>	<b>Bit</b>	<b>Byte</b>	<b>Megabyte</b>
<b>(1) Personal hygiene and computing.</b>	I can identify products used for personal hygiene from internet searches.	I can compare the prices and reviews for personal hygiene products from internet searches.	I can research and list the consequences of not using personal hygiene products from internet searches.
<b>(2) Food hygiene and computing.</b>	I can identify products used for food hygiene from internet searches.	I can compare the prices and reviews for food hygiene products from internet searches.	I can research and list the consequences of not using food hygiene products from internet searches.
<b>(3) Cooking and computing.</b>	I can research, print and read simple cooking recipes.	I can research for healthy, well balanced meal recipes.	I can research the ingredients and food groups of selected healthy and unhealthy foods.
<b>(4) Household tasks and computing.</b>	I can identify household appliances from internet searches.	I can research ways to be safe around selected household appliances.	I can research or rewrite instructions for selected household appliances.

<b>(5) How to use Google Maps.</b>	I can use Google Maps to find my house, school and selected local businesses.	I can use Google Maps to find directions to selected local businesses (via walking, bus and Metro only).	I can use Google Maps to find walking, bus and Metro times to and from selected local businesses.
<b>(6) How to use online transactions.</b>	I can visit a website and collect items to buy in a basket/cart.	I can name some ways to pay for things online: debit card, Paypal, Google Pay, credit card.	I can suggest the advantages and disadvantages of each payment method.
<b>(7) How to search for a job.</b>	I can use internet searches to look for jobs in my local area.	I can use specific job search websites to look for jobs in my local area.	I can find the businesses mentioned in job searches on Google Maps, and find out how I would travel to them.
<b>(8) How to apply for jobs.</b>	I can insert my name, address, date of birth and school into an example PDF form, save it and print it (from within Google Chrome only).	I can download and complete the Personal Details and Education sections of an example job application PDF form.	I can write a suitable covering letter for a job application, using the correct formatting, in Microsoft Word or Google Docs.
<b>(9) How to use screen time responsibly.</b>	I can explain what screen time is and why it is good to minimise it.	I can name some of the ways to increase and decrease screen time.	I can explain some of the effects of too much screen time.
<b>(10) Using social media.</b>	I can name some common social media and recognise their icons.	I can explain how to block and report posts and people on the common social media.	I can explain some of the advantages and disadvantages of social media (conflicts in school, screen time, etc.).
<b>(11) Understanding upskirting.</b>	I can explain what 'upskirting' is.	I can explain the consequences of upskirting.	I can suggest how upskirting affects the victims.
<b>(12) Understanding grooming.</b>	I can recognise some ways in which grooming happens online.	I name some of the ways in which grooming happens; how to report grooming.	I can name some of the effects of grooming (sexual exploitation, radicalisation, etc.).
<b>(13) Online pressures.</b>	I know the meanings of the terms 'gambling' and 'loot box'.	I can list some of the ways in which young people are pressure to buy online products, such as in-game purchases, DLC and subscriptions.	I can describe how some companies prey on young people's 'Fear of Missing Out' and the pressure of social media influencers and trends.

