St Vincent's ICT Curriculum Knowledge Map

ICT	Revised Autumn 1	Spring 1	Revised Summer 1	Revised Autumn 2	Spring 2	Revised Summer 2
Driving Question	**How can we show compassion, care and love to those in need?**	**Why should we show respect for others and how can we do this?**	**How can we be stewards of our environment and of one another?**	**In what practical ways can we learn from our mistakes?**	**Why should we not judge others?**	**How can we build trusting relationships?**
EYFS	Exploring the desktop computers, logging on independently, using the mouse to access	Exploring photography and reproducing for a purpose - always showing respect to others	Explore beebots Programming forward and backwards	Exploring the desktop computers, logging on independently, using the mouse to access	Exploring photography and reproducing for a purpose - always showing respect to others	Explore beebots Programming forward and backwards
KS1	**Information Technology** Digital Kindness Cards Use canva to create and share digital kindness cards to bring joy and support to people in need, such as the elderly, hospitalised children, or those facing challenging circumstances.	**Digital Literacy** Children will be learning and experiencing the following topics (lessons to sit alongside PSHE): How do we show respect to others online? Who do we talk to with concerns? How to search safely? Importance of personal information.	**Computer Science** Write a set of instructions for a Beebot or Code-a-pillar. Focussing on what an algorithm is and how computers use them.	**Information Technology** How can we use technology to learn from our mistakes? Discussing what technology they use outside of school and how this can be used to improve work. Interview family members about what they use for work. Looking at what technologies we could use in school to help us learn from our mistakes (examples being using word to help with writing and spelling, using calculators for help with times tables, speech to text software etc.	**Digital Literacy** Create a video about why it is important to not judge others that we can show to reception children. Exploring video creation and editing. Using this explore how to stay safe online and what is important for children of ks1 and reception age to know when using technology.	**Computer Science** Create a set of instructions about what it means to be a good friend. Using key vocabulary such as algorithms and debugging to push childrens' understanding. Children need to understand these terms so when they start to explore computer coding they can relate this to past experience.
LKS2	**Information Technology** Digital Care Package Use windows movie maker or imovie to Create and edit uplifting videos to send to people who are most in need in our community, Building on	**Digital Literacy** Navigating the Online World with Confidence Building on what the children have learnt from ks1, getting the children to understand what a	**Computer Science** Coding for a Better World How can we use coding to create a better world. Using J2E or code.org to explore different types of input and outputs along	**Information Technology** Learning from Our Mistakes: Exploring Technology's Potential Create a survey about learning from mistakes and	**Digital Literacy** Children to create a blog for the website about judging and how we don't judge others in school. Following on from what they learnt in their	**Computer Science** Using scratch give the children two parts of a coding sequence that they have to work together to piece together and work out what it does. Then

	what they've learnt in KS1 to become more independent.	Network is, how the WWW works and how to check reliability of information to help improve their safety online.	with repetition and sequence, to think about how we can improve the world.	get the children to record the information. Using google sheets the children will input the data onto a computer. Get the children to identify what patterns and trends they notice. Children to create a presentation they can use to feedback their findings. Including data visualisation.	previous key stage building on more complex topics alongside PSHE. Thinking about the emotional and mental effects judging others can cause. Excellent for more informal writing skills as well.	introduce problems with the code for them to debug.
UKS2	**Information Technology** Tech4Good project Children use Google sites, google slides and google docs to plan, create and evaluate a project about how we can use technology for good in this ever changing world. https://www.tech4goodawards.com/	**Digital Literacy** Navigating the Digital World: Using Technology Safely, Respectfully, and Responsibly Children to explore more advanced topics including social media, gaming, gambling, scams, phishing, content creators. This has a big potential to be very child led, and topics can be fluid based on the needs of the cohort.	**Computer Science** Exploring Coding and Problem-Solving. Introduce children to robot coding, or light displays for a practical understanding of how coding can be used. (example: https://www.arduino.cc/) Using scratch can the children create a water system for the polytunnel that waters plants at different time intervals.	**Information Technology** Harnessing Technology: Learning from Mistakes Children to create online surveys to send to people they know for data collection. Children to analyse and then create a website using something like Wix to produce an output. Children create a tech expo at the end for the whole school to come and visit.	**Digital Literacy** Create and run a workshop for ks1 about the importance of keeping yourself safe online and your information. Reviewing what knowledge they have on the subject of staying safe and what would be suitable for teaching KS1.	**Computer Science** Give the children a problem to solve in scratch, however only one of them can see the screen but the other child knows what the problem is, helping them to foster a relationship trusting each other. Using their knowledge they have previously used in lks2 they build around the obstacle that has been created for them.