

St Lawrence Primary ICT Framework 2014 - Curriculum Overview



St Lawrence Primary ICT Framework 2014 - Curriculum Overview

	Autumn	Spring		Summer		
	<p>e-Safety focus -I am careful with technology devices. -I limit my time on the computer / tablet</p>	<p>e-Safety focus -Tell an adult when something unexpected or worrying happens. -Be kind to my friends</p>		<p>e-Safety focus -Tell an adult when something worrying or unexpected happens. -Be kind to my friends.</p>		
	<p>Programming All About Us (Bee-Bot and Bee-Bot / Kodable app)</p>	<p>Programming Handa's Surprise (Bee-Bots)</p>		<p>Programming Growing (Bee-Bots / Poisson Rouge website)</p>		
Year R	<p>Technology in our Lives -UW T 30-50: Knows how to operate simple equipment, e.g. turns on CD player and uses remote control -UW T 30-50: Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones -ELG: Children recognise that a range of technology is used in places such as homes and schools</p>	<p>Multimedia / Handling Data -UW T 30-50: Knows that information can be retrieved from computers -UW T 40-60+: Uses ICT hardware to interact with age-appropriate computer software. -ELG: They select and use technology for particular purposes</p>	<p>Multimedia / Technology in our Lives -UW T 30-50: Knows how to operate simple equipment, e.g. turns on CD player and uses remote control -UW T 30-50: Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. -ELG: They select and use technology for particular purposes</p>	<p>-Handling Data UW T 30-50: Knows that information can be retrieved from computers -UW T 40-60+: Uses ICT hardware to interact with age-appropriate computer software. -Completes a simple program on a computer. -ELG: They select and use technology for particular purposes</p>	<p>Technology in our Lives / Handling Data -30 – 50 months: knows how to operate simple equipment. -40 – 60 months: uses ICT hardware to interact with age appropriate equipment -ELG: selects and uses equipment for a particular purpose</p>	<p>Multimedia -UW T 30-50: Knows that information can be retrieved from computers -UW T 40-60+: Uses ICT hardware to interact with age-appropriate computer software. -ELG: They select and use technology for particular purposes</p>

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<p>Links to learning in other subjects</p> <p>-PD: MH 40-60: Handles tools, objects, safely and with increasing control.</p> <p>-L: R 40-60+: Links sounds to letters, naming and sounding the letters of the alphabet. Knows that information can be retrieved from books and computers.</p> <p>-UW W ELGs: Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>-UW W ELGs: They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>-EAD BI 30-50: Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>-EAD ELGs: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Links to learning in other subjects</p> <p>Maths - ESPRESSO – Fruit sorting activity.</p> <p>Literacy Flashcards for Key words: Teacher Directed: Introduce the key words as you wish (pairs game etc) Children initiated: input the key words into Food words APP. (Personalize the flashcards including using your own photos).</p> <p>Communication and Language – Read African stories on Tinga Tales</p> <p>Physical Development – Various Tinga Tales tracing pages</p> <p>Research about Africa or other topics related to your story CBBC Documentaries.</p> <p>Watch videos and look at photos at Kids National Geographic.</p>	<p>Links to learning in other subjects</p> <p>Literacy: make the photographs into a non-fiction book to include labelling and sentences. Write a book, 'How to look after a plant'. Use non-fiction books and the internet to find out information about plant names and lifecycles of a plant. Make seed packets and write growing instructions for the rear of the packets.</p> <p>Mathematics: measure the height of the plants, sort in height order. Count seeds and make seed patterns. Map and measure space in the vegetable garden. Sort different types of bulbs and seeds.</p> <p>Understanding the world: complete an experiment with plants – grow with sun and no sun, water and no water, and soil and no soil. Discuss what might happen and record the progress with photographs to add to the non-fiction book.</p> <p>Expressive arts and design: use art software to draw each stage of the plant's growth. Label the parts of the plant. Paints or draws pictures of plants and flowers. Arrange flora and fauna to make different parts of a plant.</p> <p>PSE: work as a team to plan and maintain a plant pot or part of a vegetable garden.</p> <p>Physical development: choosing and using tools for maintaining the garden, grow healthy foods and make healthy recipes.</p>
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Year 1	<p>e-Safety focus -Agree and follow sensible e-Safety rules -Keep password private -Tell an adult when I see something unexpected or worrying online.</p>		<p>e-Safety focus -Keep my password private. -Agree and follow sensible rules. -Tell an adult when I see something unexpected or worrying online.</p>		<p>e-Safety focus -Keep my password private. -Tell you what personal information is. -Agree and follow rules.</p>	
	<p>Programming Toys (Bee-Bot)</p>		<p>Programming Lets find out and film (Bee-Bot / 2Go in 2Simple Infant Video Toolkit or Purple Mash)</p>		<p>Programming Shadows and Stick Men (2Go program / Bee-Bot)</p>	
	<p>Multimedia -I can use technology to create and present my ideas. -I can be creative with different technology tools.</p>	<p>Technology in our Lives -I can recognise ways that technology is used in my home and community. -I can begin to identify some of the benefits of using technology.</p>	<p>Multimedia - I can use technology to create and present my ideas. - I can be creative with different technology tools. - I can save information in a special place and retrieve it again.</p>	<p>Handling Data -I can talk to you about the different ways in which technology can be shown. -I can add information to a pictogram and talk to you about what I have found out. -I can sort different kinds of information and present it to others. -I can use technology to collect information, including photos, video and sound.</p>	<p>Handling Data / Multimedia -I add information to a pictogram and talk about what I have found out. -I can present data in a digital format. -I can be creative with different technology tools. -I can save information in a special place and retrieve it again.</p>	<p>Technology in our Lives -I can recognise ways that technology is used in my home and community. -I can recognise the ways we use technology in our classroom. -I can use links to websites to find information. -I can begin to identify some of the benefits of using technology.</p>

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	<p>Links to learning in other subjects</p> <p>Literacy: Speaking and listening, writing lists, labels and captions, non-fiction texts History: Toys from the past Science: Which materials are toys are made from?</p>	<p>Links to learning in other subjects</p> <p>History: Homes and artefacts of the past, maps, information. Literacy: Speaking and listening, posters, instructions. Maths: data handling, direction, shape. Science: sorting information/ data handling, Venn diagrams, materials.</p>	<p>Links to learning in other subjects</p> <p>Science: I can collect evidence. I can communicate my findings using a variety of methods including ICT. I can observe seasonal changes. Maths: I can represent data using a pictograph. Design and Technology: I can design a functional product, selecting from a range of tools, materials and components.</p>
	<p>e-Safety focus -Explain why I need to keep my password and personal information private -Describe the things that happen online that I must tell an adult about</p>	<p>e-Safety focus -Talk about why it's important to be kind and polite online and in real life</p>	<p>e-Safety focus -Talk about why I should go online for short amount of time -Know that not everyone is who they say they are -Describe the things that happen online that I must tell an adult about</p>
	<p>Programming Fix it and Find it (an algorithm or debugging the programming)</p>	<p>Programming Animal Top Trumps (Probot / Bee-Bot or other floor robot to collect information)</p>	<p>Programming Shapes and Safety (Probots or Roamer)</p>

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	<p>Multimedia</p> <ul style="list-style-type: none"> -I can use technology to organise and present my ideas, including adding text and images. -I can use the keyboard on my device to add, delete and space text for others to read. -I can tell you about an online tool that will help me to share my ideas with other people. -I can save and open files on the device I use. 	<p>Technology in our Lives</p> <ul style="list-style-type: none"> -I can tell you why I used technology in my home and community. -I can identify benefits of using technology including finding information and communicating with others. -I am starting to understand that other people have created the information I use. -I can tell you why I use technology in the classroom. 	<p>Handling Data</p> <ul style="list-style-type: none"> -I am starting to understand a branching database -I can talk about the different ways I collect information -I can make and save a graph using the data I collect -I can talk about the data that is shown in my chart or graph 	<p>Multimedia</p> <ul style="list-style-type: none"> -I can use technology to organise and present my ideas in different ways -I can save and open files on the device I use 	<p>Technology in our Lives</p> <ul style="list-style-type: none"> -I can access information from the school public drive. -I can identify benefits of using technology including finding information on the Internet. -I know who information belongs to -I can tell you why I use technology in my home and community. -I am starting to understand that other people have created the information I use and know that not all information on the Internet is true. 	<p>Handling Data / Multimedia</p> <ul style="list-style-type: none"> -I can tell you what kind of information I could use to help me investigate a question -I am starting to understand a branching database -I can use technology to present my ideas in different ways -I can use the keyboard on my device to add / delete and space text for others to read -I can save and open files on the device I use
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<p>Year 2</p>	<p>Links to learning in other subjects</p> <ul style="list-style-type: none"> -Links can be made to History, Geography, Science and RE as the multimedia and technology in our lives strands will be managed in a cross-curricular way. Providing purpose for research and presentation. -Literacy links can be made throughout the presentation of work. Ensure that children understand the basic skills when typing to ensure capital letters, full stops, etc are completed accurately. -Programming will support problem solving in Mathematics, directions and turns, estimating distance, counting moves, etc. 	<p>Links to learning in other subjects</p> <p>Science – Identify that most living things live in habitats to which they are suited. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Mathematics – direction, turn and number</p>	<p>Links to learning in other subjects</p> <p>Maths: Know properties of 2d shapes. Understand term right angle. Compare and sort 2d shapes and everyday objects. Links to other subject areas through the content put up on the blogs.</p>
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Year 3	<p>e-Safety focus -Protect personal information online. -Use the safety features of websites as well as reporting concerns to an adult.</p>		<p>e-Safety focus -Ask an adult before downloading files and games from the Internet. -Make good choices about how long I spend online. -Post positive comments online</p>		<p>e-Safety focus -Talk about what makes a secure password and why they are important. -Use the safety features of websites as well as reporting concerns to an adult</p>	
	<p>Programming Bringing it to Life (Scratch)</p>		<p>Programming Games in a New World (Kodu Game Lab)</p>		<p>Programming Move It and Sort It (Lego WeDo)</p>	
	<p>Multimedia -I can create different effects with different technology tools -I can combine a mixture of text, graphics and sound to share my ideas and learning -I can use appropriate keyboard commands to amend text on my device -I can evaluate my work and improve its effectiveness.</p>	<p>Technology in our Lives -I can describe the World Wide Web as the part of the Internet that contains websites -I can use search tools to find and use an appropriate website -I think about whether I can use images that I find online in my own work</p>	<p>Handling Data -I can collect data to answer a question -I can talk about the different ways data can be organised -I can use a data logger to monitor changes and talk about the information it collects</p>	<p>Multimedia -I can create different effects with different technology tools -I can combine a mixture of text, graphics and sound to share my ideas and learning. -I can evaluate my work and improve its effectiveness</p>	<p>Handling Data -I can search a ready-made database to answer questions -I can add to a database -I can make a branching database</p>	<p>Technology in our Lives -I can use search tools to find and use an appropriate website -I can save and retrieve work on the Internet, the school network, or my own device. -I can talk about the parts of a computer.</p>
	<p>Links to learning in other subjects -Links can be made with Art (manipulating images in the style of famous artists) and experimenting with colour in Paint programs. -Links can also be made with English, History, Geography or Science as an e-book can be created to present learning in a variety of subject areas, considering audience and effectiveness.</p>		<p>Links to learning in other subjects -Links can be made to English – creating a game world as a basis for storytelling and descriptive writing. -Links can be made to Maths – collecting, analysing and presenting data for an audience.</p>		<p>Links to learning in other subjects -Links can be made to English - reading and following instructions as well as writing a series of instructions. -Links can be made to Maths - understanding how data can be represented in charts and graphs. -Links can be made to Science (Nutrition) - children can learn about the functions and care of teeth and about the need for food for activity and growth, and about the importance of an adequate and varied diet for health. To take pictures of fruit and vegetables.</p>	

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Year 4	<p>e-Safety focus</p> <ul style="list-style-type: none"> -Talk about the ways I can protect myself and my friends from harm online -Know that anything I post online can be seen and used by others. 		<p>e-Safety focus</p> <ul style="list-style-type: none"> -Recognise the need to keep my personal information safe when online -Use the safety features of websites as well as reporting concerns to an adult -Comment positively and respectfully online 		<p>e-Safety focus</p> <ul style="list-style-type: none"> -Choose a secure password when using a website -Comment positively and respectfully online <p>Explain why I need to ask a trusted adult before downloading files</p>	
	<p>Programming Comics (Hopscotch - Coding for kids / Scratch)</p>		<p>Programming Games and Information (Etch a Sketch game / Scratch)</p>		<p>Programming Become a Games Designer (Kodu)</p>	
	<p>Multimedia</p> <ul style="list-style-type: none"> -I can change the appearance of text to increase its effectiveness - I can create, modify and present documents for a particular purpose -I can use an appropriate tool to share my work -I can give constructive feedback to my friends to help them improve their work and consider my own work in the same way -I am confident to explore new media to extend what I can achieve 	<p>Technology in our Lives</p> <ul style="list-style-type: none"> -I think about the reliability of information I read on the World Wide Web -I can identify key words to use when searching safely on the World Wide Web -I can tell you how to check who owns photos, text and clipart 	<p>Handling Data</p> <ul style="list-style-type: none"> -I can organise data in different ways -I can collect data and identify where it could be inaccurate. -I can use a datalogger to record and share my readings with my friends 	<p>Technology in our Lives</p> <ul style="list-style-type: none"> -I can tell you whether a resource I am using is on the Internet, the school network or on my own device -I can identify key words to use when searching safely on the World Wide Web -I can create a hyperlink to a resource on the World Wide Web 	<p>Handling Data</p> <ul style="list-style-type: none"> -I can organise data in different ways. -I can plan, create and search a database to answer questions -I can choose the best way to present data to my friends 	<p>Multimedia and Technology in our Lives</p> <ul style="list-style-type: none"> -use photos, video and sound to create an atmosphere when presenting to different audiences -I am confident to explore new media to extend what I can achieve -create, modify and present documents for a specific purpose -give constructive feedback to my friends to help them improve their work and consider my own work in the same way -check who owns photos, text and clipart

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	<p>Links to learning in other subjects</p> <ul style="list-style-type: none"> -English - children to look at the genre of comics and discuss the key features. Links to guided reading can be made to ensure the pupils are successful in Computing. -Science - Comic Life used to demonstrate their understanding of scientific language and the process of a science investigation in class. -Maths - co-ordinates in the 1 and negative numbers and making shapes using a procedure. 	<p>Links to learning in other subjects</p> <ul style="list-style-type: none"> -Links can be made to English – hyperlinks can be used in any subject to link documents and to add extra information or further study to a document that the child has produced. -Links can be made to Maths and Science– graphing programs can be used for interpreting data/ Science, Geography and PE for presenting data/scores. -Links can be made to topic learning - Web searching activities can link to topic learning. 	<p>Links to learning in other subjects</p> <ul style="list-style-type: none"> -Links can be made to Maths learning - consolidate knowledge of multiplication facts up to 12 x 12 by creating a game to learn them. Reaffirm meaning of area and perimeter by programming the Kodu to explore different sized squares and / or rectangles. -Links can be made to English learning - write instructions for their game and use the language of persuasion in advertising their game to a wider audience, using green screening.
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Year 5	<p>e-Safety focus</p> <ul style="list-style-type: none"> -Know which resources on the Internet I can download and use -Explain why I need to protect my computer or device from harm 		<p>e-Safety focus</p> <ul style="list-style-type: none"> -Know that anything I post online can be seen, used and may affect others -Discuss the importance of choosing an age-appropriate website or game -Explain the importance of communicating kindly and respectfully. -Explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult 		<p>e-Safety focus-</p> <ul style="list-style-type: none"> Protect password and other personal information -Explain the need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. -Talk about the dangers of spending too long online or playing a game 	
	<p>Programming Sounds (Scratch / Lego WeDo)</p>		<p>Programming Shape and Weather (floor bots - algorithms)</p>		<p>Programming Find out and Share (Scratch)</p>	
	<p>Technology in our Lives</p> <ul style="list-style-type: none"> -I can describe different parts of the Internet e.g. how information is stored -I can recognise and evaluate different types of information I find on the World Wide Web. 	<p>Handling Data and Multimedia</p> <ul style="list-style-type: none"> -I can choose an appropriate tool to help me collect data -I can talk about mistakes in data and suggest how it could be checked -I can present data in an appropriate way -I can select, use and combine the appropriate technology tools to create effects that will have an impact on others -I can review and improve my own work and support others to improve their work 	<p>Handling Data</p> <ul style="list-style-type: none"> -I can choose an appropriate tool to collect and record data -I can present data in an appropriate way 	<p>Multimedia</p> <ul style="list-style-type: none"> -I can use text, photo, sound and video editing tools to refine my work -I can select, use and combine the appropriate technology tools to create effects that will have an impact on others -I can use the skills I have already developed to create content using unfamiliar technology 	<p>Multimedia</p> <ul style="list-style-type: none"> -I can select an appropriate online or offline tool to create and share ideas -I can use text, photo, sound and video editing tools to refine my work -I can use the skills I have already developed to create content using unfamiliar technology -I can use appropriate keyboard commands to amend text on my device -I can evaluate my work and improve its effectiveness 	<p>Technology in our Lives</p> <ul style="list-style-type: none"> -I can describe different parts of the Internet -I can use a search engine to find appropriate information and check its reliability -I can recognise and evaluate different types of information I find on the World Wide Web

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	<p>Links to learning in other subjects</p> <ul style="list-style-type: none"> -Links can be made to Geography - recording traffic noise link to traffic survey data handling the amount of car that pass the school gates, (local traffic/ environmental issues). -Links can be made to English – sharing a piece of written work using sound effects to add atmosphere, and writing instructions for Lego WeDo. -Links can be made to Music - investigate sounds through apps and 2Simple. Record instruments using technology such as iPads and microphones. 	<p>Links to learning in other subjects</p> <ul style="list-style-type: none"> -Links can be made to Science – links to a weather topic or light / sound -Links can be made to Maths – directions involved in the production of the repeating patterns, and knowledge of tessellation of shapes is covered. Degrees of turn are an essential part as to how far the character turns when producing the pattern. -Links can be made to Geography – comparing climates in differing parts of the world, whether close or distant in locality. 	<p>Links to learning in other subjects</p> <ul style="list-style-type: none"> -Links can be made to English – designing a game around a topic area and writing instructions for the game -Links can be made to Maths – creating a Scratch game to help learn times tables
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Year 6	<p>e-Safety focus -Explain the consequences of spending too much time online or on a game</p>		<p>e-Safety focus -Support my friends to protect themselves and make good choices Protect computer or device from harm on the Internet. -Explain consequences of not communicating kindly</p>		<p>e-Safety focus -Make good choices online, including reporting concerns to an adult. -Explain the consequences to myself and others of not communicating kindly and respectfully. -Explain the consequences of sharing too much about myself online</p>						
	<p>Programming Ancient Civilizations (an algorithm for a quiz game)</p>		<p>Programming Inside Your Insides (programming software to use to create a simulation)</p>		<p>Programming Understanding and Challenges (FMS Logo)</p>						
	<p>Multimedia -I can choose an appropriate online tool to use. -I can talk about audience, atmosphere and structure for a game -I can collect information and media from a range of sources for a game for a specific audience. -I can combine a range of media, recognizing the contribution of each to achieve a particular outcome. -I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.</p>		<p>Technology in our Lives -I can talk about the way search results are selected and ranked. -I can check the reliability of a website. -I can describe the Internet services required to create, share and evaluate a game -I can select an appropriate tool to communicate and share my game online. -I can use search engines to include appropriate facts and make use of appropriate resources within a game -I have acknowledged the sources for resources used within a game</p>		<p>Multimedia -I can talk about audience, atmosphere and structure when planning a particular outcome. -I can confidently identify the potential of unfamiliar technology to increase my creativity. -I can combine a range of media for a digital presentation, recognising the contribution of each to achieve a particular outcome. -I can tell you why I select a particular online tool for a specific purpose. (See Handling Data) -I can confidently identify the potential of unfamiliar technology to increase my creativity.</p>		<p>Handling Data -I can plan the process needed to investigate the world around me including the use of a data logging device <i>and an online survey to gather data</i>. -I can select the most effective tool to collect data for my investigation. -I can check the data I collect for accuracy and plausibility. -I can interpret the data I collect. -I can present the data I collect in an appropriate way.</p>		<p>Handling Data -I can plan the process needed to investigate the world around me. -I can select the most effective tool to collect data for my investigation. -I can interrogate a database and present the outcomes to an investigation.</p>		<p>Technology in our Lives -I can tell you the Internet services I need for different purposes. -I can describe how information is transported on the Internet. <i>-I can discover where a website is hosted.</i></p>

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<p>Links to learning in other subjects</p> <p>-History - Study Mayan Civilisation. Study locations, major settlements, buildings, gods and goddesses, education including writing and number systems, food and the Conquest.</p> <p>-English - Read a range of documents relating to the Mayan empire. Write journal entries, instructions and fact files identifying settings and characters that can be used within the game.</p> <p>-Maths - Use negative numbers as part of a game to move characters on the screen and as part of algorithm to reduce the score within the game after particular events. Identify the mathematical operations required for using variables. Use appropriate angles of rotation to achieve movements of characters.</p> <p>-Art - Use the construction of 3d models of Mayan buildings to assist in designing settings for game.</p> <p>-DT - Make tortillas and taste a selection of Mesoamerican foods. Use knowledge to add detail to the game.</p>	<p>Links to learning in other subjects</p> <p>-Science: <i>Animals including humans</i> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>-Science: <i>Light</i> Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p>	<p>Links to learning in other subjects</p> <p>-Links can be made to Geography - understanding our place in a connected world and finding places on a map</p> <p>-Links can be made to Maths - Curriculum links to using and applying maths, simple introduction to algebra and shape and space using FMS logo</p>
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KS2 Digital Citizenship Planning *(from 2013-14 curriculum)*

We have a duty of care, to pupils, to promote responsible digital citizenship in an ever changing technological climate. It is my belief that a little knowledge and understanding gained through guided discussion can help promote safer technological use. Digital citizenship incorporates all aspects of e safety but seeks to put knowledge into the more positive context of being a responsible citizen.

Passwords

This module looks at why it is important to keep passwords to ourselves and not share these with anyone. Pupils discuss real scenarios and in my experience many will have their own horror stories to share.

Suitable for all KS2 pupils

Cyber People

This module explores the need for caution over anything communicated to us from anyone we have never met face to face.

Suitable for all KS2 pupils

Images

This module looks at how we use images through various situations that children may encounter.

Suitable for Years 5 & 6

Have your say

This module looks at the difference between communication that has sound and verbal context and that which doesn't. Particularly useful for email.

Suitable for all KS2 pupils

Keeping our identity private

This module looks at ways to encourage pupils to keep online information private. This is especially important considering the amount of pupils who use Facebook or other social networks at home.

Suitable for Years 5 & 6

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Mobile Phones

Many young people are given mobile phones. Understanding the etiquette involved in their use and what to do if they are bullied using these devices is important.

Suitable for Years 5 & 6