

Priory Woods School & Arts College

ICT Curriculum Overview 2022

Priory Wood's curriculum model is currently comprised of three broad pathways; formal, semi-formal and informal. Students are identified to a curriculum pathway based on need, however we see the distinctions between each pathway as being flexible allowing for movement between the models for some pupils. Our ICT Curriculum is delivered both in stand-alone lessons within the ICT suite and as part of the curriculum being delivered in individual classrooms.

- Develop positive responses to a broad range of ICT generated activities and experiences in a wide variety of settings including the multisensory environment.
- Develop skills to enable independent access to ICT and associated assistive technology relative to individual ability.
- Become fully involved in physical and practical activities using tools such as assistive technology, which enable access to the wider curriculum and provides opportunities to extend influence and control over aspects of their immediate environment.
- Develop capability to use ICT equipment with increasing independence.
- Use ICT to experience, access and apply a wide range of ideas and information in a variety of different contexts.
- Use ICT to develop skills across the curriculum with increased confidence, understanding and independence.
- Present work across the curriculum employing a variety of different media to a very high standard.
- In Key Stage 4 and Post 16 students will work towards nationally recognised qualifications ASDAN and AQA and Functional Skills Entry Level Qualification

Priory Woods School Curriculum

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Key stage 3

Informal	Semi-Formal	Formal
<p>KS3 Focus</p> <p>Pupils continue to develop their understanding of cause and effect. They will continue to follow the switch / touch screen progression road map.</p> <p>Develop their switch / touch screen skills using cause and effect software and switch activated toys and equipment.</p> <p>Develop their eye gaze skills using cause and effect software with focus on them selecting on screen objects.</p> <p>Use iPads to develop their cause and effect skills and develop their ability to select on screen objects.</p> <p>Pupils will start to make choices using technology.</p>	<p>KS3 Focus</p> <p>E-safety – Pupils will understand personal information and how to keep it safe and not to talk to people online they don't know.</p> <p>Pupils to continue to develop their mouse / touch screen skills. They will continue to follow the touch screen / mouse skills progression road map.</p> <p>Pupils to open familiar programs with some support.</p> <p>Pupils to continue to develop their keyboard skills and will recognise and select the letters of their name.</p> <p>Pupils to continue to develop their skills in using remote controlled toys and BeeBots to develop early programming and control skills.</p> <p>Suggested Activities:</p> <p>Use cause and effect computer software using both the touch screen and mouse.</p>	<p>KS3 Focus</p> <p>E-safety – Pupils will understand personal information and how to keep it safe and not to talk to people online they don't know.</p> <p>Pupils to continue to develop their touch screen / mouse skills and will focus on developing on them using a mouse correctly to open programs independently.</p> <p>They will continue to follow the touch screen / mouse skills progression road map, with more focus on mouse skills.</p> <p>Pupils will follow instructions and be able to open programs as directed independently.</p> <p>Pupils will use a variety of software to complete a given task.</p> <p>Pupils will continue to develop their keyboard skills and can type their name and familiar words.</p> <p>Pupils will start to log onto school network using a prompt card (if required).</p> <p>Pupils will start to save their work on school network with support.</p> <p>Pupils will print work independently.</p> <p>Pupils will be introduced to school email.</p>

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	<p>Use Jigsaw and Mouse Skills programs to develop touch screen and mouse skills.</p> <p>Pupils to use Big Keys keyboard and keyboard software to select the letters of their name.</p> <p>Use iPads and use programs which encourages the pupil to open and use independently.</p> <p>Eye Gaze software which encourages the pupil to select on screen objects.</p> <p>Use remote controlled toys and BeeBots with support and move them as directed, with increased degrees of independence.</p>	<p>Use Eye Gaze to open and use programs as directed. (The skills level of the pupils will dictate the activities which they will be able to complete)</p> <p>Use iPads to select and open apps as directed.</p> <p>Pupils will use BeeBots to develop early programming and control skills. They will be able to input a series of instructions into BeeBots to move it as directed independently.</p> <p>Pupils will input instructions into ProBots with support. (ProBots requires higher skills level to operate)</p> <p>Suggested Activities:</p> <p>Continue to open and use familiar programs as directed.</p> <p>Use keyboard software to develop keyboard skills independently.</p> <p>Group activity using Email to communicate with each other.</p> <p>Use Microsoft Office software to complete a given task.</p>
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		<p>Use iPads to take and edit photos.</p> <p>Use iPad to video and edit work.</p> <p>Set course for both BeeBots and ProBots to follow and use floor / table mats.</p>
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Key stage 4

Informal	Semi-Formal	Formal
<p>KS4 Focus</p> <p>Pupils continue to develop their understanding of cause and effect. They will continue to follow the switch / touch screen progression road map.</p> <p>Pupils to continue to develop their switch / touch screen skills using cause and effect software and switch activated toys and equipment.</p> <p>Pupils to continue to develop their eye gaze skills using cause and effect software with focus on them selecting on screen objects.</p>	<p>KS4 Focus</p> <p>E-safety – Pupils will understand personal information and how to keep it safe and not to talk to people online they don't know.</p> <p>Pupils to continue to develop their mouse / touch screen skills. They will continue to follow the touch screen / mouse skills progression road map.</p> <p>Pupils to open familiar programs more independently.</p> <p>Pupils to continue to develop their keyboard skills and be able to log onto the school network using prompt card (if required).</p> <p>Pupils to print and save work with some support.</p> <p>Pupils be introduced to school email.</p>	<p>KS4 Focus</p> <p>E-safety – Pupils will understand personal information and how to keep it safe and not to talk to people online they don't know. They will understand the dangers of sharing images online and the dangers of online bullying.</p> <p>Pupils to continue to develop their touch screen / mouse skills and will focus on developing on them using a mouse correctly to open programs independently.</p> <p>They will continue to follow the touch screen / mouse skills progression road map, with more focus on mouse skills.</p> <p>Pupils will follow instructions and be able to open programs as directed independently.</p>

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<p>Pupils to use iPads to develop their cause and effect skills and develop their ability to select on screen objects.</p> <p>Pupils to achieve at least 2 AQA units on Basic ICT skills. (see separate list suggestions)</p> <p>Pupils will start to make choices using technology.</p>	<p>Pupils to be introduced to Microsoft Office software.</p> <p>Pupils to continue to develop their skills in using remote controlled toys and BeeBots to develop early programming and control skills.</p> <p>Pupils to achieve at least 2 AQA units on Basic ICT skills. (see separate list suggestions)</p> <p>Suggested Activities:</p> <p>Use Jigsaw and Mouse Skills programs to develop touch screen and mouse skills.</p> <p>Pupils to use Big Keys keyboard and keyboard software to select the letters of their name.</p> <p>Pupils to use a variety of software such as 2Simple and Sherston.</p> <p>iPads using programs which encourages the pupil to open and use independently.</p> <p>Eye Gaze software which encourages the pupil to select on screen objects.</p>	<p>Pupils will use a variety of software to complete a given task.</p> <p>Pupils will continue to develop their keyboard skills and can type their name and familiar words.</p> <p>Pupils will start to log onto school network using a prompt card independently.</p> <p>Pupils will start to save their work on school network with support.</p> <p>Pupils will print work independently.</p> <p>Pupils will continue to develop their skills using the school email and be able to independently use correctly.</p> <p>Pupils will start to work more independently on given task.</p> <p>Pupils to complete tasks using Microsoft Office software.</p> <p>Pupils to achieve at least 2 AQA units on Basic ICT skills. (see separate list suggestions)</p> <p>Use Eye Gaze to open and use programs as directed. (The skills level of the pupils will dictate the activities which they will be able to complete)</p> <p>Use iPads to select and open apps as directed.</p> <p>Pupils will use BeeBots / ProBots to develop their programming and control skills.</p> <p>Suggested Activities:</p>
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	<p>Use remote controlled toys and BeeBots with support and move them as directed. Pupils to use BeeBots mats and be able to input a series of instructions to move the BeeBots to correct place.</p>	<p>Continue to open and use familiar programs as directed.</p> <p>Use keyboard software to develop keyboard skills independently.</p> <p>Group activity using Email to communicate with each other.</p> <p>Use Microsoft Office software to complete a given task.</p> <p>Use iPads to take and edit photos.</p> <p>Use iPad to video and edit work.</p> <p>Set course for both BeeBots and ProBots to follow and use floor / table mats.</p> <p>Pupils to design course for a floor robot to follow and use ProBots to draw shapes.</p>
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