

# **I.C.T. Policy**

## **Fossa N.S.**

### **Area C**

#### **Creating, communicating and collaborating**

Children should be enabled to.....

**C1**-Draft, format and revise text using ICT

**C2**-Create, manipulate and insert information in a variety of different formats (Images, sound, video) using ICT

**C3**-Gather, Organise, manipulate and analyse data using ICT

**C4**- Communicate and collaborate locally and globally using ICT

**C5**-Plan, design, create and present information using ICT

### **Area F**

#### **Developing foundational knowledge, skills and concepts**

The students should be enabled to.....

**F1**-Demonstrate and apply functional knowledge and understanding of ICT

**F2**-Develop skills for maintaining and optimising ICT

**F3**-Understand and practice healthy and safe uses of ICT

### **Area T**

#### **Thinking Critically**

The student should be enabled to.....

**T1**-Research, access and retrieve information using ICT

**T2**-Evaluate, organise and synthesise information using ICT

**T3**-Express creativity and construct new knowledge and artefacts using ICT

**T4**-Explore and develop problem-solving strategies using ICT

### **Area S**

#### **Understanding the social and personal impact of ICT**

The students should be enabled to.....

**S1**-Demonstrate understanding and critical awareness of the contribution of ICT to individual and to our society

**S2**-Develop independent and collaborative learning and language skills using ICT

**S3**-Demonstrate an awareness of, and comply with, responsible and ethical use of ICT

# Creating, Communicating and Collaborating

## **C1**

Draft, format and revise text using ICT

### Level 1

- Record simple information such as their own name and simple sentences using age appropriate word processor, writing programme or presentation software
- Explore text editing techniques such as cut, copy, paste

### Level 2

- Recognise and use basic word processing terminology appropriately  
*e.g. cursor, open, save, file, window, document, cut, copy and paste*
- Draft, write and edit original texts  
*e.g. stories, projects, logs and journals using word processing software and or another suitable applications*
- Explore and use some editing features in a word processor  
*e.g. spell check*
- Reorganise and format text and information to enhance readability and improve their writing  
*e.g. rearranging paragraphs, headings, fonts, formats, spacing, text layout*
- Enhance and revise written work using editing features such as paragraph formats, page layout etc.

## **C2**

Create, manipulate and insert information in a variety of different formats (Images, sound, video) using ICT

### Level 1

- Experiment with creative uses of paint and draw tools  
*e.g. Creating simple images using line, shape, pattern and colour*
- Modify existing designs using drawing or painting software
- Select suitable pictures from images collections, clip art or digital camera to illustrate a story or topic and inserting them in a document or presentation
- Experiment with recording sound and audio using ICT multimedia tools with teacher or peer support  
*e.g. MP3, computer files or iPad Applications*

### Level 2

- Explore and create drawings, designs and image files  
*e.g. using computer paint and draw and or images taken with digital camera*
- Modify and edit images for use in project work or stories or in creating signs, posters, banners and charts
- Create or edit a sound recording and using it to enhance or present their work
- Create information materials, projects and resources using combinations of text, graphics, multimedia and/or sound as appropriate to purpose and audience

### **C3**

Gather, Organise, manipulate and analyse data using ICT

#### Level 1

- Organise images, words or letters in a set, a pattern or sequence with teachers or peer support
- Save information in a file and save files in a specified personal or class folder

#### Level 2

- Discuss how information is categorised in a database and look at some examples of how a database is used  
*e.g. catalogues, library records, photo and gallery collections, etc.*
- Are familiar with some basic database terms  
*e.g. file, record, index and field*
- Discuss how information is organised in a spreadsheet, and access information in columns, rows and cells
- Enter previously collected data into a prepared database and/or spreadsheet template
- Perform a search, access and retrieve information from prepared databases  
*e.g. Library catalogues, dictionaries, maps and encyclopaedia online and on CD Rom*
- Enter and edit data and produce and interpret a simple graph or chart using a prepared spreadsheet template
- Collect and record data  
*e.g. using data-logging equipment to check temperature, light and sound*

## C4

Communicate and collaborate locally and globally using ICT

### Level 1

- Discuss with children in the class and the teacher how ICT is used to communicate with others locally and globally  
*e.g. text, image, photos, video, newsletter, email, web applications*
- Compose, send and respond to email with assistance from the teacher
- Work with the teacher and children in other classes/schools on collaborative, communication, online or exchange projects
- Collaborate with children in the class and/or other classes within the school to create and share writing, images or projects  
*e.g. via a class web page, sending an e-mail attachment or other collaborative space*

### Level 2

- Discuss electronic communication methods  
*e.g. how the internet and email work etc.*
- Create, send, retrieve, save and organise email messages with teachers and/or peer support
- Communicate with, share and receive information from others inside and outside the school  
*e.g. creating, presenting or sharing projects or stories using software applications, group or class folders, email, blogs, pod casts, web cam and video conference*
- Discuss with peers and the teacher selection criteria for presenting material to different audiences such as other classes, other schools, parents, and wider audiences  
*e.g. text, multimedia, website and email*
- Participate in and contribute to collaborative online projects

## C5

Plan, design, create and present information using ICT

### Level 1

- Create or retell a story in multimedia with teacher support  
*e.g. images, text and multimedia*
- Present information using audio

### Level 2

- Plan, design and create a multimedia presentation as appropriate for a particular purpose and audience

- Record and communicate ideas, information or stories using various electronic resources, separately or together as appropriate  
*e.g. using audio devices, digital images, video clips, multimedia presentations and podcasts*
- Present information to audiences inside and outside the classroom using electronic and communication resources  
*e.g. using text, digital image, multimedia authoring, school website, presentation software, audio, video and music software*

## **Developing foundational knowledge, skills and concepts**

### **F1**

Demonstrate and apply functional knowledge and understanding of ICT

#### Level 1

- Perform basic computer and other ICT operations such as turning on a computer, printer or digital camera, inserting a disk in a computer, running or playing it, ejecting a disk, shutting down and taking a picture using a digital camera.
- Use some basic ICT terminology correctly  
*e.g. monitor, mouse, printer and screen*
- Use a concept keyboard, mouse or joystick to move the cursor on the screen and use some basic key board conventions  
*e.g. enter, space bar and back space*
- Open, navigate and close age appropriate software  
*e.g. interactive books, educational software, creative and multimedia presentation software*
- Recognise and appropriately use some symbols and icons in common software  
*e.g. open, close, print, save, forward, back, undo, hyperlink and shut down*
- Find letters and numbers for their writing on the keyboard and use special keys  
*e.g. space bar, shift key, delete, backspace, return and arrow keys*
- Use commands, menus and icons to save and print their work  
*e.g. CTRL\_S, save icon and print icon*
- Use a printer with teacher assistance
- Play, listen to and view common audio and video media with teacher support

#### Level 2

- Recognise and use basic computer and multimedia terminology  
*e.g. monitor, key board, mouse, printer, PDA (Personal Digital Assistant/Palmtop e.g. iPad, Tablets etc.), mobile phone, digital camera, digital video, screen and data projector*
- Identify and correctly use common symbols and icons used in software applications  
*e.g. font, size, bold, underline, alignment and draw symbols*

- Connect to, access and shut down various ICT devices and peripherals correctly  
*e.g. computer, digital camera, printer, scanner and data projector*
- Find, open, run and close applications or documents from desktop, hard drive or removable disk
- Use input and output devices  
*e.g. keyboard, mouse, touch pad, track pad, switches, screen, touch screen, screen reader, printer and scanner*
- Create, save, back up and retrieve documents, files and other resources
- Use a web browser to navigate round World Wide Web sites and relevant pages and sections from specified or bookmarked sites

## **F2**

Develop skills for maintaining and optimising ICT

### Level 1

- Take basic care of the computer, keyboard and monitor and understand how to care properly for software
- Develop responsibility for managing own files and folders  
*e.g. know how to name a file or folder and find own named files or folders*

### Level 2

- Save and manage files, images and folders using an agreed naming system
- Develop systems and processes for backing up files  
*e.g. recording to a C.D., saving to USB device or a school network and uploading images from the camera to the computer*
- Manage personal or class folder space on a drive or network for optimum computer performance  
*e.g. deleting unwanted files, images, emails, etc. From ICT resources such as the computer, the email folder or digital camera*

## **F3**

Understand and practice healthy and safe uses of ICT

## Level 1

- Adopt optimum sitting, hand, arm and fingering positions when using the computer
- Develop safe habits when using the digital camera and other handheld equipment  
*e.g. putting strap around neck, using correct grip*
- Understand class and school procedures and appropriate and inappropriate behaviour when using ICT  
*e.g. safety when searching and following school rules and guidelines for using ICT resources*

## Level 2

- Discuss and adopt safe practices and good ergonomic habits when using ICT  
*e.g. chair height, good sitting position, screen distance, limit time looking at the screen and keep camera strap around neck, etc.*
- Discuss and apply school ICT procedures such as the Acceptable Use Policy (AUP)



## **Thinking Critically**

### **T1**

Research, access and retrieve information using ICT

#### **Level 1**

- Discuss with the teacher and children in the class the suitability of different resources for an information search  
*e.g. an encyclopedia, a book, a CD, a web site or an image*
- Realise that information may be found in formats other than text  
*e.g. image, photo, video, sound and newsletter*
- Recognise the web browser interface, know what hyperlinks look like and know that they can be clicked to get more information
- Discuss suitable key words for a topic information search on the Internet with children in the class and the teacher
- Conduct simple searches with the teacher  
*Simple word search, image search or quest learning*
- Look for relevant information for a topic independently on teacher selected electronic resources  
*e.g. C.D. Rom, image bank, web page*

#### **Level 2**

- Use techniques such as search, forward, zoom, favourites and links to locate relevant information on electronic resources  
*e.g. content specific CDs, websites, encyclopaedia, online dictionaries, online map tools, online library catalogues, wikis and podcasts*
- Access and retrieve information which may be in text, image, audio or video format from electronic sources with teacher or peer guidance
- Discuss with children in the class and the teacher criteria for suitable key words for information searches
- Use appropriate key words, phrases and operators such as and/not to find relevant information using a search engine with teacher and/or peer support

### **T2**

Evaluate, organise and synthesise information using ICT

### Level 1

- Organise information, images or text according to given criteria such as same, different, size, shape etc.
- Discuss with the teacher and peers the usefulness of the results of information searches
- Begin to distinguish fact from story on teacher selected websites
- Make sense of information from screen based texts and images

### Level 2

- Organise and categorise information using chart, graphs, concept maps and folders

## **T3**

Express creativity and construct new knowledge and artefacts using ICT

### Level 1

- Create new design and explore and modify images, shapes, drawings, colours and text
- Express themselves creatively using language, text, image or sounds  
*e.g. record sounds or music, recording images for use in projects or stories or creating shapes*

### Level 2

- Explore, clarify and express ideas, feelings and experiences using ICT  
*e.g. using logs, diaries, text, image, creative multimedia, music software, software, pod casts, concept mapping, control technology, blogs and wikis*
- Record, present and evaluate their ICT work and resources
- Plan, make and evaluate artefacts and projects using ICT

## **T4**

- Explore and develop problem-solving strategies using ICT

### Level 1

- Develop subject specific learning skills such as matching, comparing, finding difference, counting, sorting size, shape or colour, measuring,

logic, prediction and putting into order by exploring age appropriate software

- Describe or recount the stages or steps they went through in completing an activity with ICT
- Use problem solving strategies to solve simple ICT quests and problems with teacher and/or peer support  
*e.g. in a webquest or with simulation*

## Level 2

- Support and enhance problem solving skills across the curriculum  
*e.g. using content free software to arrange thoughts and set out questions, control technology and simulations etc.*
- Generate, develop and test ideas and conclusions both individually and using collaborative software  
*e.g. using spreadsheet, communication software and simulation etc.*

## **Understanding the social and personal impact of ICT**

### **S1**

Demonstrate understanding and critical awareness of the contribution of ICT to individual and to our society

#### Level 1

- Recognise and name some everyday devices which use ICT  
*e.g. mobile phones, digital cameras, video cameras, DVD players and GPS in cars*
- Identify and discuss some of the ways that ICT is used in the home, in the school and in the everyday life in the community  
*e.g. communicating, searching, learning, form filling, online banking, booking tickets, photo editing, libraries*

#### Level 2

- Recognise the range of ICT now used in homes, schools, hospital and in workplaces
- Discuss the uses, advantages, disadvantages and impact of ICT in the home, school, workplace and in the wider society
- Become familiar with some of the beneficial uses of information and communication networks and develop an understanding of the potential for harmful use

### **S2**

Develop independent and collaborative learning and language skills using ICT

#### Level 1

- Develop an understanding of and confidence in themselves as learners  
*e.g. through recording and retelling ideas and personal stories using ICT resources*

#### Level 2

- Develop language and interpersonal communication skills and an understanding of the views and perspectives of others using ICT
- Work collaboratively in planning, creating and presenting material for a variety of audiences
- Develop team and group work skills, such as taking the initiative, making decisions and accepting responsibility for individual and group contributions to an ICT project

## S3

Demonstrate an awareness of, and comply with, responsible and ethical use of ICT

### Level 1

- Respect the rights and feelings of others in their use of ICT
- Recognise the need to follow guidelines for responsible ICT use and Care in the school
- Recognise situations where they should ask for help when there are problems with ICT
- Develop a concept of ownership of personal work
- Realise that Internet sites and CD programmes have a creator or author  
*e.g. understand why they should not copy or change work created by others*
- Begin to recognise the need for security when using ICT  
*e.g. recognising what a password is and how it is used*
- Realise that there can be harmful personal consequences to the irresponsible use of ICT

### Level 2

- Recognise and respect the rights and feelings of others when expressing themselves using ICT
- Recognise the need for, contribute to and adhere to classroom and school rules using ICT
- Apply care in using ICT devices, multimedia and digital equipment appropriately
- Recognise the reason for copyright laws and communication and collaborative software  
*e.g. identifying and recording the name of the author of information or images copied from CD ROMS and other sources*
- Act responsibly in the use of email and communication and collaborative software  
*e.g. not opening attachments from unknown senders, not replying to unsolicited emails, not giving out personal details and applying security and safety measures*
- Use class agreed methods to keep secure their own and other people's information in electronic format  
*e.g. understanding the use of a password and not revealing their password to others*
- Discuss and implement the school's AUP regarding the Internet, email and other ICT devices

## 2nd Class

### **C1**

Draft, format and revise text using ICT

- Record simple information such as their own name and simple sentences using age appropriate word processor, writing programme or presentation software
- Explore text editing techniques such as cut, copy, paste

### **C2**

Create, manipulate and insert information in a variety of different formats (Images, sound, video) using ICT

- Experiment with creative uses of paint and draw tools  
*e.g. Creating simple images using line, shape, pattern and colour*

### **C3**

Gather, Organise, manipulate and analyse data using ICT

- Organise images, words or letters in a set, a pattern or sequence with teachers or peer support

### **C4**

Communicate and collaborate locally and globally using ICT

- Compose, send and respond to email with assistance from the teacher
- Work with the teacher and children in other classes/schools on collaborative, communication, online or exchange projects
- Collaborate with children in the class and/or other classes within the school to create and share writing, images or projects  
*e.g. via a class web page, sending an e-mail attachment or other collaborative space*

### **C5**

Plan, design, create and present information using ICT

- Create or retell a story in multimedia with teacher support  
*e.g. images, text and multimedia*
- Present information using audio

## **F1**

Demonstrate and apply functional knowledge and understanding of ICT

- Perform basic computer and other ICT operations such as turning on a computer, printer or digital camera, inserting a disk in a computer, running or playing it, ejecting a disk, shutting down and taking a picture using a digital camera.
- Use some basic ICT terminology correctly  
*e.g. monitor, mouse, printer and screen*
- Open, navigate and close age appropriate software  
*e.g. interactive books, educational software, creative and multimedia presentation software (Apps)*
- Recognise and appropriately use some symbols and icons in common software  
*e.g. open, close, print, save, forward, back, undo, hyperlink and shut down*
- Recognise and use basic computer and multimedia terminology  
*e.g. monitor, key board, mouse, printer, PDA (Personal Digital Assistant/Palmtop e.g. iPad, Tablets etc.), mobile phone, digital camera, digital video, screen and data projector*
- Identify and correctly use common symbols and icons used in software applications  
*e.g. font, size, bold, underline, alignment and draw symbols*

## **F2**

Develop skills for maintaining and optimising ICT

## **F3**

Understand and practice healthy and safe uses of ICT

- Adopt optimum sitting, hand, arm and fingering positions when using the computer

## **T1**

Research, access and retrieve information using ICT

- Realise that information may be found in formats other than text  
*e.g. image, photo, video, sound and newsletter*
- Conduct simple searches with the teacher  
*Simple word search, image search or quest learning*
- Look for relevant information for a topic independently on teacher selected electronic resources  
*e.g. C.D. Rom, image bank, web page*

## **T2**

Evaluate, organise and synthesise information using ICT

- Organise information, images or text according to given criteria such as same, different, size, shape etc.

## **T3**

Express creativity and construct new knowledge and artefacts using ICT

- Create new design and explore and modify images, shapes, drawings, colours and text

## **T4**

Explore and develop problem-solving strategies using ICT

- Develop subject specific learning skills such as matching, comparing, finding difference, counting, sorting size, shape or colour, measuring, logic, prediction and putting into order by exploring age appropriate software

## **S1**

Demonstrate understanding and critical awareness of the contribution of ICT to individual and to our society

- Recognise and name some everyday devices which use ICT  
*e.g. mobile phones, digital cameras, video cameras, DVD players and GPS in cars*

## **S2**

Develop independent and collaborative learning and language skills using ICT

- Develop an understanding of and confidence in themselves as learners  
*e.g. through recording and retelling ideas and personal stories using ICT resources*

## **S3**

Demonstrate an awareness of, and comply with, responsible and ethical use of ICT

- Develop a concept of ownership of personal work (*Names on projects and books*)



## **3<sup>rd</sup> Class**

### **C1**

Draft, format and revise text using ICT

- Recognise and use basic word processing terminology appropriately  
*e.g. cursor, open, save, file, window, document, cut, copy and paste*
- Explore and use some editing features in a word processor  
*e.g. spell check*

### **C2**

Create, manipulate and insert information in a variety of different formats (Images, sound, video) using ICT

- Modify existing designs using drawing or painting software
- Select suitable pictures from images collections, clip art or digital camera to illustrate a story or topic and inserting them in a document or presentation

### **C3**

Gather, Organise, manipulate and analyse data using ICT

- Discuss how information is categorised in a database and look at some examples of how a database is used  
*e.g. catalogues, library records, photo and gallery collections, etc.*

### **C4**

Communicate and collaborate locally and globally using ICT

- Work with the teacher and children in other classes/schools on collaborative, communication, online or exchange projects
- Collaborate with children in the class and/or other classes within the school to create and share writing, images or projects  
*e.g. via a class web page, sending an e-mail attachment or other collaborative space*

### **C5**

Plan, design, create and present information using ICT

- Create or retell a story in multimedia with teacher support  
*e.g. images, text and multimedia*
- Present information using audio

## **F1**

Demonstrate and apply functional knowledge and understanding of ICT

- Perform basic computer and other ICT operations such as turning on a computer, printer or digital camera, inserting a disk in a computer, running or playing it, ejecting a disk, shutting down and taking a picture using a digital camera.
- Use input and output devices  
*e.g. keyboard, mouse, touch screen, screen.*

## **F2**

Develop skills for maintaining and optimising ICT

- Take basic care of the computer, keyboard and monitor and understand how to care properly for software

## **F3**

Understand and practice healthy and safe uses of ICT

- Develop safe habits when using the digital camera and other handheld equipment  
*e.g. putting strap around neck, using correct grip*

## **T1**

Research, access and retrieve information using ICT

- Recognise the web browser interface, know what hyperlinks look like and know that they can be clicked to get more information
- Discuss suitable key words for a topic information search on the Internet with children in the class and the teacher
- Access and retrieve information which may be in text, image from electronic sources with teacher or peer guidance

## **T2**

Evaluate, organise and synthesise information using ICT

- Discuss with the teacher and peers the usefulness of the results of information searches
- Make sense of information from screen based texts and images

### **T3**

Express creativity and construct new knowledge and artefacts using ICT

- Express themselves creatively using language, text, image or sounds  
*e.g. record sounds or music, recording images for use in projects or stories or creating shapes e.g. explain everything, book creator, puppet pals, keynote, pages, word, powerpoint, popplet etc.*

### **T4**

Explore and develop problem-solving strategies using ICT

- Support and enhance problem solving skills across the curriculum  
*e.g. using content free software to arrange thoughts and set out questions, control technology and simulations etc.*

### **S1**

Demonstrate understanding and critical awareness of the contribution of ICT to individual and to our society

### **S2**

Develop independent and collaborative learning and language skills using ICT

- Develop language and interpersonal communication skills and an understanding of the views and perspectives of others using ICT
- Develop team and group work skills, such as taking the initiative, making decisions and accepting responsibility for individual and group contributions to an ICT project

### **S3**

Demonstrate an awareness of, and comply with, responsible and ethical use of ICT

- Apply care in using ICT devices, multimedia and digital equipment appropriately

## **4<sup>th</sup> Class**

### **C2**

Create, manipulate and insert information in a variety of different formats (Images, sound, video) using ICT

- Experiment with recording sound and audio using ICT multimedia tools with teacher or peer support  
*e.g. MP3, computer files or iPad Applications*
- Explore and create drawings, designs and image files  
*e.g. using computer paint and draw and or images taken with digital camera*

### **C3**

Gather, Organise, manipulate and analyse data using ICT

- Save information in a file and save files in a specified personal or class folder

### **C4**

Communicate and collaborate locally and globally using ICT

- Discuss with children in the class and the teacher how ICT is used to communicate with others locally and globally  
*e.g. text, image, photos, video, newsletter, email, web applications*
- Work with the teacher and children in other classes/schools on collaborative, communication, online or exchange projects
- Collaborate with children in the class and/or other classes within the school to create and share writing, images or projects  
*e.g. via a class web page, sending an e-mail attachment or other collaborative space*
- Participate in and contribute to collaborative online projects

### **C5**

Plan, design, create and present information using ICT

- Plan, design and create a multimedia presentation as appropriate for a particular purpose and audience
- Present information to audiences inside and outside the classroom using electronic and communication resources  
*e.g. using text, digital image, multimedia authoring, school website, presentation software, audio, video and music software*

### **F1**

Demonstrate and apply functional knowledge and understanding of ICT

- Use a concept keyboard, mouse or joystick to move the cursor on the screen and use some basic key board conventions  
*e.g. enter, space bar and back space*
- Find letters and numbers for their writing on the keyboard and use special keys  
*e.g. space bar, shift key, delete, backspace, return and arrow keys*
- Use commands, menus and icons to save and print their work  
*e.g. CTRL\_S, save icon and print icon*
- Use a printer with teacher assistance
- Create, save, back up and retrieve documents, files and other resources

## **F2**

Develop skills for maintaining and optimising ICT

- Develop responsibility for managing own files and folders  
*e.g. know how to name a file or folder and find own named files or folders*
- Save and manage files, images and folders using an agreed naming system

## **F3**

Understand and practice healthy and safe uses of ICT

- Understand class and school procedures and appropriate and inappropriate behaviour when using ICT  
*e.g. safety when searching and following school rules and guidelines for using ICT resources*

## **T1**

Research, access and retrieve information using ICT

- Discuss with the teacher and children in the class the suitability of different resources for an information search  
*e.g. an encyclopedia, a book, a CD, a web site or an image*
- Look for relevant information for a topic independently on teacher selected electronic resources  
*e.g. C.D. Rom, image bank, web page*
- Use techniques such as search, forward, zoom, favourites and links to locate relevant information on electronic resources  
*e.g. content specific CDs, websites, encyclopaedia, online dictionaries, online map tools, online library catalogues, wikis and podcasts*

## **T2**

Evaluate, organise and synthesise information using ICT

- Begin to distinguish fact from story on teacher selected websites

### **T3**

Express creativity and construct new knowledge and artefacts using ICT

- Explore, clarify and express ideas, feelings and experiences using ICT  
*e.g. using logs, diaries, text, image, creative multimedia, music software, software, pod casts, concept mapping, control technology, blogs and wikis e.g. explain everything, book creator, puppet pals, keynote, pages, word, powerpoint, popplet etc.*

### **T4**

Explore and develop problem-solving strategies using ICT

- Use problem solving strategies to solve simple ICT quests and problems with teacher and/or peer support  
*e.g. in a webquest*

### **S1**

Demonstrate understanding and critical awareness of the contribution of ICT to individual and to our society

- Identify and discuss some of the ways that ICT is used in the home, in the school and in the everyday life in the community  
*e.g. communicating, searching, learning, form filling, online banking, booking tickets, photo editing, libraries*

### **S2**

Develop independent and collaborative learning and language skills using ICT

- Develop team and group work skills, such as taking the initiative, making decisions and accepting responsibility for individual and group contributions to an ICT project

### **S3**

Demonstrate an awareness of, and comply with, responsible and ethical use of ICT

- Respect the rights and feelings of others in their use of ICT
- Recognise the need to follow guidelines for responsible ICT use and Care in the school
- Recognise situations where they should ask for help when there are problems with ICT
- Recognise and respect the rights and feelings of others when expressing themselves using ICT
- Recognise the need for, contribute to and adhere to classroom and school rules using ICT

## **5<sup>th</sup> Class**

### **C1**

Draft, format and revise text using ICT

- Reorganise and format text and information to enhance readability and improve their writing  
*e.g. rearranging paragraphs, headings, fonts, formats, spacing, text layout*

### **C2**

Create, manipulate and insert information in a variety of different formats (Images, sound, video) using ICT

- Modify and edit images for use in project work or stories or in creating signs, posters, banners and charts

### **C3**

Gather, Organise, manipulate and analyse data using ICT

- Discuss how information is organised in a spreadsheet, and access information in columns, rows and cells
- Enter previously collected data into a prepared database and/or spreadsheet template

### **C4**

Communicate and collaborate locally and globally using ICT

- Work with the teacher and children in other classes/schools on collaborative, communication, online or exchange projects
- Collaborate with children in the class and/or other classes within the school to create and share writing, images or projects  
*e.g. via a class web page, sending an e-mail attachment or other collaborative space*
- Discuss electronic communication methods  
*e.g. how the internet and email work etc.*
- Create, send, retrieve, save and organise email messages with teachers and/or peer support
- Participate in and contribute to collaborative online projects

### **C5**

Plan, design, create and present information using ICT

- Record and communicate ideas, information or stories using various electronic resources, separately or together as appropriate

*e.g. using audio devices, digital images, video clips, multimedia presentations and podcasts*

## **F1**

Demonstrate and apply functional knowledge and understanding of ICT

- Connect to, access and shut down various ICT devices and peripherals correctly  
*e.g. computer, digital camera, printer, scanner and data projector*
- Find, open, run and close applications or documents from desktop, hard drive or removable disk
- Create, save, back up and retrieve documents, files and other resources
- Use a web browser to navigate round World Wide Web sites and relevant pages and sections from specified or bookmarked sites

## **F2**

Develop skills for maintaining and optimising ICT

- Develop systems and processes for backing up files  
*e.g. saving to USB device*
- Manage personal or class folder space on a drive or network for optimum computer performance  
*e.g. deleting unwanted files, images, emails, etc. From ICT resources such as the computer, the email folder or digital camera*

## **F3**

Understand and practice healthy and safe uses of ICT

- Discuss and adopt safe practices and good ergonomic habits when using ICT  
*e.g. chair height, good sitting position, screen distance, limit time looking at the screen and keep camera strap around neck, etc.*

## **T1**

Research, access and retrieve information using ICT

- Access and retrieve information which may be in text, image, audio or video format from electronic sources with teacher or peer guidance
- Discuss with children in the class and the teacher criteria for suitable key words for information searches

## **T2**

Evaluate, organise and synthesise information using ICT



- Organise and categorise information using chart, graphs, concept maps and folders e.g. *Project work on iPads popplet (Concept map)*, Explain Everything, Keynote

### **T3**

Express creativity and construct new knowledge and artefacts using ICT

- Record, present and evaluate their ICT work and resources

### **T4**

Explore and develop problem-solving strategies using ICT

- Support and enhance problem solving skills across the curriculum  
*e.g. using content free software to arrange thoughts and set out questions, control technology and simulations etc.*

### **S1**

Demonstrate understanding and critical awareness of the contribution of ICT to individual and to our society

- Recognise the range of ICT now used in homes, schools, hospital and in workplaces
- Discuss the uses, advantages, disadvantages and impact of ICT in the home, school, workplace and in the wider society

### **S2**

Develop independent and collaborative learning and language skills using ICT

### **S3**

Demonstrate an awareness of, and comply with, responsible and ethical use of ICT

- Begin to recognise the need for security when using ICT  
*e.g. recognising what a password is and how it is used*
- Realise that there can be harmful personal consequences to the irresponsible use of ICT

## 6<sup>th</sup> Class

### C1

Draft, format and revise text using ICT

- Enhance and revise written work using editing features such as paragraph formats, page layout etc.

### C2

Create, manipulate and insert information in a variety of different formats (Images, sound, video) using ICT

- Create or edit a sound recording and using it to enhance or present their work
- Create information materials, projects and resources using combinations of text, graphics, multimedia and/or sound as appropriate to purpose and audience

### C3

Gather, Organise, manipulate and analyse data using ICT

- Perform a search, access and retrieve information from prepared databases  
*e.g. Library catalogues, dictionaries, maps and encyclopaedia online and on CD Rom*
- Enter and edit data and produce and interpret a simple graph or chart using a prepared spreadsheet template

### C4

Communicate and collaborate locally and globally using ICT

- Work with the teacher and children in other classes/schools on collaborative, communication, online or exchange projects
- Collaborate with children in the class and/or other classes within the school to create and share writing, images or projects  
*e.g. via a class web page, sending an e-mail attachment or other collaborative space*
- Communicate with, share and receive information from others inside and outside the school  
*e.g. creating, presenting or sharing projects or stories using software applications, group or class folders, email, blogs. (Blogs, write books for younger, presentaions)*
- Participate in and contribute to collaborative online projects

## **C5**

Plan, design, create and present information using ICT

- Present information to audiences inside and outside the classroom using electronic and communication resources  
*e.g. using text, digital image, multimedia authoring, **school website**, presentation software, audio, video and music software*

## **F1**

Demonstrate and apply functional knowledge and understanding of ICT

- Use input and output devices  
*e.g. keyboard, mouse, touch pad, screen, touch screen, printer and scanner*
- Use a web browser to navigate round World Wide Web sites and relevant pages and sections from specified or bookmarked sites

## **F2**

Develop skills for maintaining and optimising ICT

- Develop systems and processes for backing up files  
*e.g. saving to USB device or a school network and uploading images from the camera to the computer*

## **F3**

Understand and practice healthy and safe uses of ICT

- Discuss and apply school ICT procedures such as the Acceptable Use Policy (AUP)

## **T1**

Research, access and retrieve information using ICT

- Use appropriate key words, phrases and operators such as and/not to find relevant information using a search engine with teacher and/or peer support

## **T2**

Evaluate, organise and synthesise information using ICT

- Organise and categorise information using chart, graphs, concept maps and folders e.g. *Project work on iPads popplet (Concept map)*, Explain Everything, Keynote

### **T3**

Express creativity and construct new knowledge and artefacts using ICT

- Plan, make and evaluate artefacts and projects using ICT

### **T4**

Explore and develop problem-solving strategies using ICT

- Describe or recount the stages or steps they went through in completing an activity with ICT (teaching younger classes)
- Generate, develop and test ideas and conclusions both individually and using collaborative software  
*e.g. using spreadsheet, communication software and simulation etc.*

### **S1**

Demonstrate understanding and critical awareness of the contribution of ICT to individual and to our society

- Become familiar with some of the beneficial uses of information and communication networks and develop an understanding of the potential for harmful use

### **S2**

Develop independent and collaborative learning and language skills using ICT

- Work collaboratively in planning, creating and presenting material for a variety of audiences

### **S3**

Demonstrate an awareness of, and comply with, responsible and ethical use of ICT

- Recognise the reason for copyright laws and communication and collaborative software  
*e.g. identifying and recording the name of the author of information or images copied from CD ROMS and other sources*
- Act responsibly in the use of email and communication and collaborative software  
*e.g. not opening attachments from unknown senders, not replying to unsolicited emails, not giving out personal details and applying security and safety measures*
- Use class agreed methods to keep secure their own and other people's information in electronic format  
*e.g. understanding the use of a password and not revealing their password to others*

## 2<sup>nd</sup> Class

Subject	Strand/Strand Unit	Overview of Activity	Area	Date Completed
Gaeilge	<b>Mé Féin/ Sa Bhaile/ Bia srl.</b> Scribhneoireacht Ag cothú spéise taitneamh a bhaint as gníomhaíochtaí oiriúnacha scribhneoireachta a chothaíonn féinmhuinín	Scéal/Cúpla Abairt a chumadh ar Word Document. Piciúir a chur sa scéal ón idirlíon ag úsáid cut, copy agus paste	C1 C3 F1.6 F3	Term 1:  Term 2:  Term 3:
Art	Drawing Making Drawing <i>experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces using a computer art program to experiment with marks, lines, shapes, pattern and rhythm</i> Paint and Colour Painting <i>explore colour with a variety of materials and media using a computer art program to experiment with colour and to create images</i>	Art lesson using the paint programme example: <ul style="list-style-type: none"> <li>• Take a line for a walk</li> <li>• Describe a given emotion using paint</li> <li>• Maths (Shapes) make an art work using a specific shape</li> <li>Symmetry</li> <li>• Self Portraits</li> </ul>	C2 T3	Term 1:  Term 2:  Term 3:
S.E.S.E.	History (Story, Stories <i>listen to, discuss, retell and record a range of myths and legends from different cultural, ethnic and religious backgrounds in Ireland and other countries, display storyline pictures showing episodes in sequence</i> ) Geography(Human Environments, people and places in other area <i>become familiar with some aspects of the lives of people and especially</i>	Retell story/ project on chosen topic as assessment in S.E.S.E. lesson on book creator, with narration (Audio). Including pictures from internet. Present it on school website/ blog. Send as attachment on an e-mail to another school	C5 T1 S3 C4.2	Term 1:  Term 2:  Term 3:

	<i>of children in Ireland, Europe and other areas)</i>			
Maths	All Areas	Selection of problems and questions on the Maths Made Easy C.D. which children can use in class or at home as h/w / additional work	F1.1 F1.3 F1.4	Term 1:  Term 2:  Term 3:
General I.C.T. Skills		Posters and informal questioning of posters identifying monitor, key board, mouse, printer, tablet, mobile phone, digital camera, screen, projector	F1.2 F1.5 S1	Term 1:  Term 2:  Term 3:
English	Receptiveness to language Writing: creating and fostering the impulse to write <i>experience a classroom environment that encourages writing</i> write regularly for different audiences choose topics to write about	Writing of stories and comprehension questions from English texts as form. Development of Touch typing with Phonics Alive programme		Term 1:  Term 2:  Term 3:

Informal consideration will be given to the following categories:

S2(Group work on computers and iPads)

T4 (Across the range of iPads apps and computer programmes)

## 3rd Class

Subject	Strand/Strand Unit	Overview of Activity	Area	
English	Developing cognitive abilities through language Writing clarifying thought through <i>writing read a story and write it in his/her own Words, write about why he/she finds an idea attractive</i> Emotion and imaginative development through language Writing developing emotional and imaginative life through writing <i>create stories and poems write extended stories in book form</i>	Write a story of a chosen topic, illustrate story with pictures (From internet and taken on iPad/digital camera) Giving the children instructions on the font, word count and where to save it. Discussion on where to save it giving reasons why it should/ shouldn't go here (Size of folder, type of files (word, powerpoint, excel, photos)) Name folder	C1 C2.2 C3	Term 1:  Term 2:  Term 3:
S.E.S.E.	History- <i>Ancient People and Ancient Society, Story</i> Geography- <i>Human Environments, People and other lands study some aspects of the environments and lives of people in one location in Europe and one location in another part of the world</i> Science- <i>Energy and Forces Sound</i>	Retell story/ project on a topic as assessment in S.E.S.E. lesson on book creator, with narration (Audio). Give children a word/pages document with extra information hyperlinks to useful websites. Use Showbie, nearpod, email, Including pictures from internet. Present it on school website/ blog. Send as attachment on an e-mail to another school	C4 C5 T1 T2 T3	Term 1:  Term 2:  Term 3:
Maths	All Areas	Selection of problems and questions on C.D. the C.D Maths Made Easy which children can use in class or at home as h/w / additional work	F1	Term 1:  Term 2:  Term 3:
English	Receptiveness to language <i>Reading</i>	<i>Building Bridges of Understanding comprehension</i>	T4	Term 1:

	<i>Developing strategies</i>	<i>strategies on Popplet (Mind mapping app) Make mind map on different situations, characters, events in a story, text.</i>		Term 2:  Term 3:
Art	<i>Drawing Making Drawing experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces using a computer art program to create and modify images and to organise a composition</i>	<i>Edit a chosen picture (Portrait of someone, Landscape etc.)  Colour Wheel</i>	C2.1	Term 1:  Term 2:  Term 3:

Informal consideration will be given to the following categories:

S2(Group work on computers and iPads)

S3, F2, F3 (In every usage of ICT we discuss the proper and safe use of equipment)

Touch Typing using the Phonics Alive Programme





		Document on computers, give children specific task (S.E.S.E. English) e.g. report, questions with illustration/picture, diary entry using facts from specific websites, rank websites best and why.	T4	Term 2:  Term 3:
S.P.H.E.	Myself Safety and Protection Personal Safety <i>explore the rules and regulations that exist in school, at home and in society and the importance of adhering to these rules for keeping himself/herself and others safe realising that individual action can keep others safe or can threaten safety</i>	Safety and rules on computers and ICT, link with AUP, relaying AUP to children, Discuss where ICT is used in school and everyday life	F3 S3 S1	Term 1:  Term 2:  Term 3:
Gaeilge English	All Areas	Typing, comprehension questions from Gaelilge, English on Word Document, save and print using screen and keyboard buttons (Ctrl and S, Ctrl and P) save on class usb (1 or more for groups of students) and in named folder in documents	F1 F2 C3	Term 1:  Term 2:  Term 3:
S.E.S.E.	Geo- <i>Natural Environments, Weather Observations, the rain cycle</i> Science- <i>Energy and Forces Light</i>	Create animated recording of a topic in S.E.S.E. Using explain everything. Present to class/other classes, on website and/or blog. Send as attachment on an e-mail to another school	C5 C4	Term 1:  Term 2:  Term 3:

Informal consideration will be given to the following categories:

S2 (Group work on computers and iPads)

Development of touch typing using the Phonics alive Programme programme

## 5<sup>th</sup> Class

Subject	Strand/Strand Unit	Overview of Activity	Area	
English	Developing cognitive abilities through language, clarifying thought through writing <i>¥ refine ideas and their expression through drafting and re-drafting ¥ express and communicate new learning</i>	Write a story using Word or Pages in response to English lesson Teacher gives specific instructions (Formally on the IWB) regarding font, paragraphs, headings, spacing, pictures, layout.	C1	Term 1:  Term 2:  Term 3:
S.E.S.E.	Science-Living Things Geography Natural Environments- Land, Rivers, Seas of Ireland History- Stories, Early People and Ancient Society	Create a book/ explain everything/powerpoint presentation on an S.E.S.E. topic Send to a different school, present to class, to other classes, put on blog, website	C2 C4 C5 F1.4 T1	Term 1:  Term 2:  Term 3:
English	<i>Receptiveness to language, reading, developing strategies</i>	<i>Building Bridges of Understanding comprehension strategies on Popplet (Mind mapping app) Make mind map on different situations, characters, events in a story, text.</i>	T2 T3 T4	Term 1:  Term 2:  Term 3:
Maths	<i>Data Interpreting and representing data</i>	<i>Graphing results on apps such as keynote or websites such as Make a Graph</i>	T2 T3 T4	Term 1:  Term 2:  Term 3:
S.P.H.E.	<i>Myself and others, My friends and other people, explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully Myself Safety and Protection Personal Safety explore rules and regulations at home, in</i>	Pictures and discussion on different scenarios, best practise when using I.C.T. and Internet, discussion on Password Security and why it's important	S3	Term 1:  Term 2:  Term 3:

	<i>school and in society and the importance of adhering to them</i>			
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Typing Skills on Word, children doing questions to reading comprehensions on Word,  
saving on named folder in Documents and on USB F2.1, F1

Done informally throughout the year in general ICT activities

Touch Typing using the Phonics Alive programme

## 6<sup>th</sup> Class

Subject	Strand/ Strand Unit	Overview of Activity	Area	
English	<i>Receptiveness to language, reading, developing strategies</i>	<i>Essay, story writing, given editing conditions e.g. paragraphs, formats, page layout etc.</i>	C1	Term 1:  Term 2:  Term 3:
Maths	<i>Data Interpreting and representing data</i>	<i>Graphing results on apps such as keynote or websites such as Make a Graph</i>	T2 T3 T4	Term 1:  Term 2:  Term 3:
S.P.H.E.	<i>Myself and others, My friends and other people, explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully Myself Safety and Protection Personal Safety explore rules and regulations at home, in school and in society and the importance of adhering to them</i>	Pictures and discussion on different scenarios, best practise when using I.C.T. and Internet, discussion on Password Security and why it's important	F3 S1 S3	Term 1:  Term 2:  Term 3:
English	<i>Receptiveness to language, reading, developing strategies</i>	<i>Building Bridges of Understanding comprehension strategies on Popplet (Mind mapping app) Make mind map on different situations, characters, events in a story, text.</i>	T2 T3 T4	Term 1:  Term 2:  Term 3:
S.E.S.E.	Science-Living Things Geography Natural Environments- Land, Rivers, Seas of Ireland History- Stories, Early People and Ancient Society	Create a book/ explain everything/powerpoint presentation on an S.E.S.E. Send to different school, present to class, to other classes, put on blog, website. <b>Link to English</b> Procedural/report writing	C2 C3 C4 C5 F1.2 T1 T2 T4	Term 1:  Term 2:  Term 3:

		English- recapping the process of creating the presentation step by step	S2	
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Informally through out the year on different typing and questions on laptop F1.1,F2

Choose and upload pictures for Website/Blog, attach to e-mail and send to office (With teacher support/supervision) T4.1

Touch Typing using the Phonics Alive programme