



ICT Themes

Literacy: Take photographs to create a non-fiction book and add a caption and/or voice recording.

Science: Record investigations using digital photographs.

History: Create a presentation on a Greek God they have been researching.

PSHE: Produce an anti-bullying poster using image manipulation.



Mathematics: Use a branching database to sort regular 2D shapes.

Science: Record information about minibests in a database.

Geography: Undertake a traffic survey and interpret a pictogram.

History: Create, search and sort a database about the wives of Henry VIII.



RE: Visit a virtual synagogue or mosque.

History: Explore a given internet page to find out information about toys or a famous person from the past.

Geography: Locate information to create a river guide for walkers.

Science: Answer questions about wild animals and record facts in a leaflet.



Literacy: Move a floor robot around a story grid in sequence.

Art: Draw a Tudor rose or Islamic border using an onscreen robot.

Music: Create a sound story using music software.

DT: Control a car park barrier to lift or fall in response to a touch sensor.

RE: Create a design onscreen using stamps e.g. a Rangoli pattern.

Science: Use an interactive game at Kent games e.g. shadow simulator.

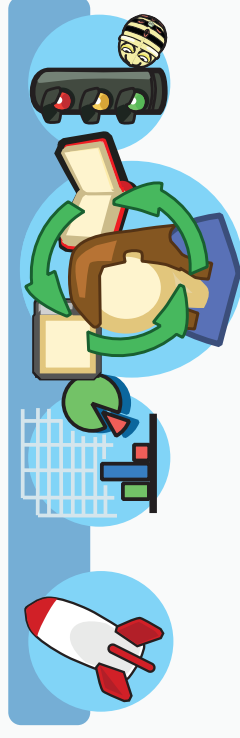
History: Explore online simulation linked to a class topic e.g. walk through a Tudor street.

Mathematics: Investigate the relationship between area and perimeter using a spreadsheet.



Embedding ICT in Teaching & Learning

A Guide for Primary Schools





Embedding ICT

As schools move away from published schemes of work for ICT they are also increasingly seeking to maximise opportunities to embed ICT within the curriculum. ICT use within the curriculum has traditionally been viewed in three ways:

- ICT as a subject in its own right
- ICT as a tool to support teaching / learning in other subjects
- ICT as a key skill within the National Curriculum

Whilst it is clear that pupils need a broad and balanced ICT experience if they are to develop both their ICT skills and capability, much of this learning is more meaningful and can reinforce learning in other areas, if placed within the context of another curriculum subject. Thus embedded ICT enables both the teacher to use the technology as a teacher tool, but also for pupils to use ICT as a vehicle for their own learning. The Rose Review (2009) also insists that alongside Literacy, numeracy and personal development, ICT will be at the heart of the new curriculum and secured through each area of learning, and must therefore be prioritised.



Using ICT to support teaching and learning

In addition to planning a broad and balanced ICT curriculum, teachers will also need to ensure the needs of the subject are addressed. As a teaching tool ICT supports the teacher in:

- Demonstrating and modelling
- Accessing and analysing information
- Presenting and communicating
- Testing and confirming ideas



For example, within Literacy ICT can be used to support textual analysis, planning, shared writing and in revising and editing texts. Within mathematics ICT can enhance demonstration and mathematical modelling, improve the quality of interactions and discussion and develop pupils' ability to explain and reason. Furthermore, as a vehicle for pupils' learning ICT can be used to support:

- Information processing
- Reasoning
- Enquiry
- Creativity
- Evaluation
- Problem Solving

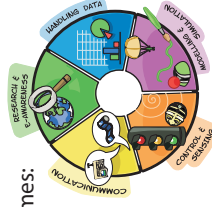


Progression Statements

To ensure pupils are able to meet age appropriate expectations in ICT, teachers need to provide appropriate learning opportunities for them. Progression statements are available to support teachers in this respect. Whilst these are presented in year groups, it is important that teachers make judgements on what should be taught in which year group based on pupils' prior experience and ICT capability.

Progression statements for ICT have been developed around five themes:

- Communication
- Handling data
- Research and e-awareness
- Control and sensing
- Modelling and simulation



Many schools will wish to use these to inform their planning both to ensure a broad and balanced curriculum and that pupils are able to meet age appropriate expectations in ICT. ASK have included sample units of work in ICT for exemplification only and strongly encourage all schools to adapt these to meet the needs of pupils in their own school.

These are available to download at:

www.kenttrustweb.org.uk/kentict/kentict_theme_home.cfm



Planning cross curricular ICT

By addressing each of the five themes over an academic year, teachers can ensure that pupils have a wide range of experience and are able to develop their ICT capability fully. To maximise opportunities to exploit cross curricular links, teachers will need to align these themes to other 'topics' within their curriculum planning so that pupils can apply their ICT skills within a meaningful context. For example, the Romans can provide a useful focus for Internet research.

However, the use of ICT to support subject teaching is not a substitute for discrete ICT teaching. Teachers will need to ensure that they cover the National Curriculum Programmes of Study. This will inevitably involve some discrete ICT teaching but wherever possible this should be embedded within cross curricular teaching / learning.

Teachers therefore need to be clear where lessons are intended to develop pupils' ICT capability (typically discrete ICT lessons) and where ICT is being used to support and enhance teaching / learning in another curriculum subject e.g. use of an Interactive Whiteboard by the teacher or pupils to model the use of a number line.

