British Embassy School
Ankara

Technology @ BESA

ICT
Information Communication Technology

Our Session Today

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Our Curriculum
Assessment in ICT
What Technology Do We Use?
Software
IPADS
Internet Safety/Cyber Bullying
The New Computing Curriculum

Our ICT Curriculum

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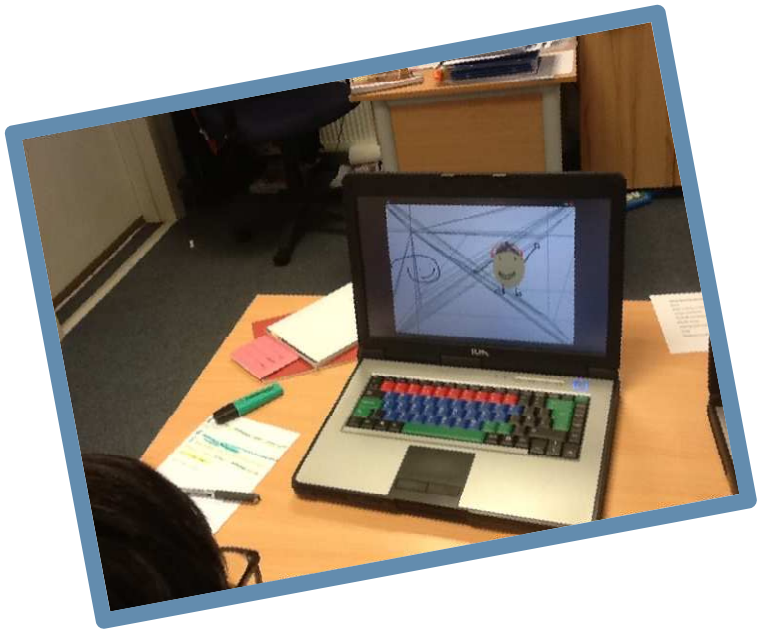
At present ICT is taught by a specialist teacher from Year 1 to Year 8.

ICT is also used by class teachers as part of other subject areas.



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YEAR 1	IPC – Specialist ICT & Basic Skills	IPC – Specialist ICT &Sounds and Sources	IPC – Specialist ICT & Graphing	IPC – Specialist ICT & Controllable Toys	IPC – Specialist ICT & Use of Video	IPC – Specialist ICT & Animation
YEAR 2	IPC – Specialist ICT & Basic Skills	IPC – Specialist ICT & Communication	IPC – Specialist ICT & Finding Information	IPC – Specialist ICT & Medical Technology/ Digital Microscopes	IPC – Specialist ICT & Animation	IPC – Specialist ICT & Digital Art
YEAR 3	IPC – Specialist ICT &Basic Skills/Internet Safety	IPC – Specialist ICT &Simple Spreadsheets	IPC – Specialist ICT &Simulations	IPC – Specialist ICT &Animation	IPC – Specialist ICT &Photo/Video Editing	IPC – Specialist ICT &Web based Presentation
YEAR 4	IPC – Specialist ICT &Basic Skills/Research Skills/Internet Safety/Ipads	IPC – Specialist ICT &Portraits – using photographs and videos.	IPC – Specialist ICT & Digital Art Creation	IPC – Specialist ICT & 3D Designing	IPC – Specialist ICT &Database/ Control Devices	IPC – Specialist ICT & Using multimedia presentation tools
YEAR 5	IPC – Specialist ICT &Basic Skills/Internet safety/IPads	IPC – Specialist ICT &Spreadsheets	IPC – Specialist ICT &Online Presentation Tools/Open Source	IPC – Specialist ICT &Video Editing (Movie Making)	IPC – Specialist ICT &Future World	IPC – Specialist ICT &3D Animation
YEAR 6	IPC – Specialist ICT &Basic Skills/Internet safety/IPads	IPC – Specialist ICT &Control Devices (Robots)	IPC – Specialist ICT &Online Presentation Tools	IPC – Specialist ICT & Web Building	IPC – Specialist ICT &Video and Photographic Editing	IPC – Specialist ICT &Is Technology Necessary?
YEAR 7	Internet Search and Internet Safety	Green Screen	Online Crime/Encryption	Online Crime/Encryption	Spreadsheets	Spreadsheets
YEAR 8	Written/visual communication	Android Apps	HTML Coding	HTML Coding	Control Software	Control Software

Assessment in ICT

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Assessment in ICT is through the use of a Basic Skills Checklist and Classroom Monitor Tracking Tool.

Able to use the numbers on the keyboard		Log on/shut down the computer		Able to use capital letters	
Able to use the shift key		Able to enter words using a keyboard		Able to change images	
Able to open saved documents		Able to connect to the internet		Able to save work	

Able to open apps on an IPad		Able to use copy and paste		Able to use arrow keys	
Able to use symbols other than letters and numbers		Able to understand the layout of the keyboard		Able to insert images from other sources	
Able to edit text (font/size/colour)		Able to use recording software		Able to take photographs	

Assessment in ICT

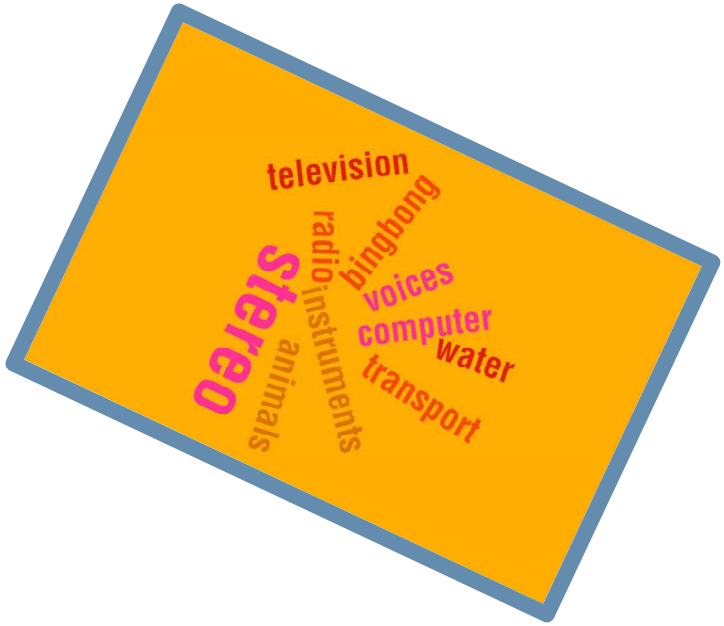
Able to use a thesaurus		Able to change page orientation and add borders & backgrounds		Able to use the menu bar effectively	
Able to use find and replace		Able to use simple animation software		Able to use spell check	
Able to create presentations		Able to use IPads for research purposes effectively			

Able to import and export images		Able to align work		Able to navigate a variety of software/websites	
Able to insert objects (tables/pictures)		Save work to an external device		Able create videos	
Able to create graphs		Able to use online presentation tools			

Able to use a variety of open source software		Able to insert videos into other documents		Save and retrieve information on an IPad	
Able to effectively use e-mail		Able to track changes when editing work		Add headers and footers to documents	
Able to upload images and documents to a website		Able to create presentations using IPads		Able to create simple spreadsheets	

The Technology Used @ BESA

Interactive Whiteboards
Visualisers
IPADS
Laptops
BeeBots
ProBots
Lego Mindstorm
Digital Microscopes
Recording Devices
Digital cameras



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Software Used @ BESA

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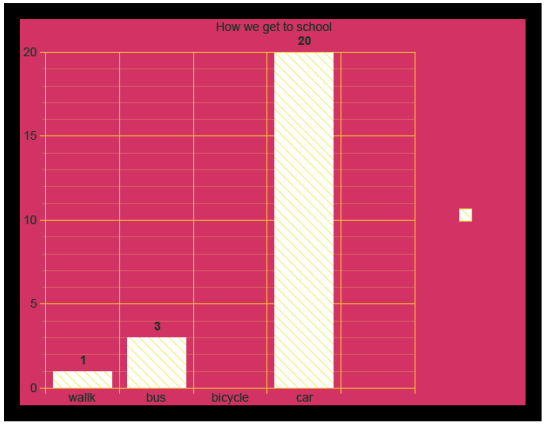
Laptop Software	IPAD APPS	Web Based
MS Office	Office2 HD	Prezi
Scratch	Videolicious	Pixlr
MSW Logo	Garage Band	Home Designer
Pencil	Minimal Folio	Weebly
Information Workshop	Bindle	
Dazle		
Paint		
Tux Paint		
Audacity		
Movie Maker		
Photoshop		



IPADS

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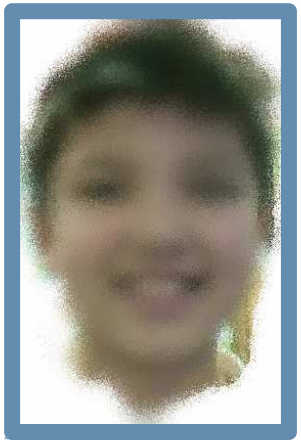
"When all the potential functionality of the iPad is added up, its form factor, the iOS, the cameras, and the apps, it becomes clear that the iPad is a Personal Learning Studio. It can be a science lab, literacy tool, research station, history archive, language lab, art canvas, music studio, video editing suite, games console and library".
http://www.ipadineducation.co.uk/

BESA has 1:1 Ipads from Year 4 to Year 8.

BESA has further 13 IPADS for use by other classes – 1:2 ratio.



IPAD Activities

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YOU are now going to use the IPADS☺

You will learn to take photos, create text, create videos, create music,
create art and learn to use our Cloud/NAS software.

GOOD LUCK!

Activity 1

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Using the camera to take videos and pictures.

Go to FB (File Browser)
Click on Disk Station
Choose Folder – Parent Workshop
Click on the box with 3 lines at the bottom
Choose take Photo

Turn the camera lens on yourself and take a photo.

Click save/save a copy

Repeat the above steps but this time take a short video of the parent next to you.

Activity 2

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Find Office2 HD App

Open Text Document

Write 2 sentences about yourself.

Change the font, size and colour

Save

Click on the blue circle
Open in
Choose file browser

Make sure you are in Parent Workshop

Click on box with 3 lines

Click paste one object

Activity 3

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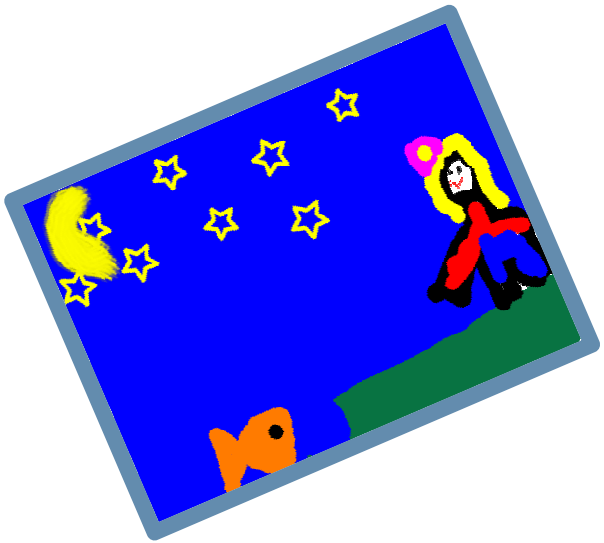
Find and open Brushes

Take a photo from camera app

Insert photo into Brushes

Create a border around



Activity 4

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Find Garage Band

Open a new file

Call it parent

Create a chord sequence and add percussion instruments

Internet Safety/Cyber Bullying

We at BESA take this VERY seriously.

It is part of the curriculum from Year 3 and up.

Discussions center around staying safe online, appropriate use of the internet, password protection, age related games and films, online chat.

Regular visit by Cyber expert from the American Embassy.

Acceptable use policy signed by students throughout the school.

VLE is monitored.

Swift dealing with cyber bullying outside of school involving BESA students.

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The New Computing Curriculum

The English National Curriculum is under going an overhaul.

The term ICT will be replaced by Computing.

You can find the new curriculum through this link:

https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study

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Computing @ KS1

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Subject content

Key stage 1

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Computing @ KS2

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Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Computing @ KS3

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Pupils should be taught to:

- design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions

- understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
- understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
- undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

Questions?

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