Explorer Curriculum – Building block to Formal Curriculum

• The building block before a fully formal curriculum.
• Strong focus on Early Literacy and Numeracy.
• Key skills and knowledge to understand the world around them.
• Functional Skills to apply basic knowledge.
• For children with moderate learning difficulties, autism and other learning needs. Learning takes place through tangible 'real life' situations' with regular revisiting of learning.
• Students follow an Entry Level (1-3) Pathway at KS4 and KS5.

Explorer

8E - Explorer Curriculum *ICT and Computing/2 Lessons*

	2020 - 2021 Autumn 1 Unit 1	2020 - 2021 Autumn 2 Unit 2	2020 - 2021 Spring 1 Unit 3	2020 - 2021 Spring 2 Unit 4	2020 - 2021 Summer 1 Unit 5	2020 - 2021 Summer 2 Unit 6
Year 8	**Topic:** ICT Expectations Login/Managing our area on the school network Create front cover for books Online Safety **Digital Literacy** Students should understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identify and privacy. **Key Questions:** ICT Expectations How should we	**Topic:** I Robot SMSC and Serif draw In this unit, pupils will watch I-Robot to get an understanding of robots and the moral issues behind it. Pupils will then discuss how they feel about robotics as whole class discussions and on task sheets. Pupils will then create a robot images (introduction to serif draw) and create 3 laws, which will make their robot moral. They will justify their reasons and explain why their robot is	**Topic:** Pop Band **Please see**: ICT Faculty 2017 – 2018Key stage 3 year 8 8.2 Pop Band graphic design for week by week power point **Key Questions:** What music do you like? What will the members of your pop band look like? What merchandise will your band sell? What will your flyer look like – how will it reflect the music? Track list? Cd cover what will	**Topic:** Recycling Publisher **Key Questions:** Recycling Why is recycling important? What would happen if we do not recycle? Where does rubbish go? How can we effectively communicate this message to others? How can you use formatting skills to alter text and colour? **Key skills and knowledge:** use technology with support to create,	**Topic:** Pivot Stick Animator See ICT & Media ICT resources ICT resources SCRATCH Basics **Key Questions:** What is animation? What is good about animation? How can it communicate to all ages? What is your story about? What makes it interesting? **Key skills and knowledge:** To explore	**Topic:** Scratch for Beginners/Intermediate **Please see** fac – ICT and media scratch Scheme of work for week by week power point presentation **Key Questions:** What is scratch? What can scratch be used for? **Key skills and knowledge:** use technology to create, organise, store, manipulate and retrieve digital content **Assessment**

conduct ourselves in the ICT room?
What safety rules do have to follow and why?

Login/Managing our area on the school network
What should you never do with logins and passwords?
Where do we store the work we create on the computer?
How do we create a folder in your area?

Creating front cover for ICT books
What program can we use?
How do we add are name?
What should we use for the first letter of our name?
What type of image can we use to show our books are for ICT?
What else can we add to our cover?

Online safety

What is a computer virus?
What harm can computer viruses cause?
How could you know if your computer had a virus?
What should you have to protect your computer?
What is a computer worm?
What is a Trojan

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moral.

Key Questions:
What are your initial feelings about Robots?
What do you think of holograms?
What the advantages of using Robots?
What are the disadvantages of using robots?
What do you think of Alexa, advantages/disadvantages?
What hand free technology are you aware of or used?
Driverless cars, discuss
Should robots have feelings? Why?
What is AI?

Serif draw software-tools specific questioning

Key Skills and knowledge:
Morals and ethics
Evaluations skills
Use technology purposefully to create, organise and store digital content.
Use technology purposefully to retrieve and manipulate digital content,
Describe common uses of information technology beyond school.
Design and create

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the artwork look like?

Key skills and knowledge:
understand with prompts and support 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
Assessment outcome:
Band members
Logo
CD cover
Track
evaluation

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organise, store, manipulate and retrieve digital content

Assessment outcome

Create a poster highlighting the need to recycle

Create a flyer containing information how and why to recycle

Best design to be used in school newsletter

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technology to create, organise, store, manipulate and retrieve digital content

Assessment outcome:

Create a power point presentation of different types of animation

Explore pivot stick man
Create a story board
Create animation of story board
Evaluate your story animation with peers

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outcome:

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

	Horse? What is spyware? What makes a safe password? What is a digital footprint?	content to accomplish a given goal. Selective when using digital content			
	Key Skills and knowledge: Safety in the ICT room Tidy folder structures Appropriately named documents and folders. Publisher software skills Understand how computer viruses are transmitted, how to recognise them and how they can reduce their risks of downloading them. Strong passwords Awareness of online content. Online privacy	**Key Vocabulary:** Feelings/emotions Moral Social Bionics Robot Laws Pointer tool Node tool Basic shapes Layers Fill Colour 3D Printing			
	Key Vocabulary: Rules Seating plan Safety Appropriate behaviour File management File types File organisation Naming conventions File Explorer Folders AUP Directory Structure virus, internet, data loss, attachment, download, anti-virus software password, security, password protection,	**Assessment outcomes:** Completed question booklet Self-assessment Peer assessment – critical feedback Completed Robot assessment criteria Evaluation / report			

	verification, privacy, password cracking digital footprint, social media, online presence, cookie, cache **Assessment outcome:** Formative assessment and outcomes of activities undertaken Summative assessment				