



Explorer

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.

8E - Explorer Curriculum - ICT/2 Lessons weekly

Year	2021 – 2022 Autumn 1 Unit 1	2021 – 2022 Autumn 2 Unit 2	2021 – 2022 Spring 1 Unit 3	2021 – 2022 Spring 2 Unit 4	2021 – 2022 Summer 1 Unit 5	2021 – 2022 Summer 2 Unit 6
	<p>Topic: Online safety</p> <p>Suggested Key Questions: What is a computer virus? What harm can computer viruses cause? How could you know if your computer had a virus? What steps can you take to remove a virus? What is a computer worm? What is a Trojan Horse? What is spyware? What do you need to keep safe n your computer? What makes a safe password? What is a digital footprint?</p> <p>Key Skills and knowledge: Understand they need to follow certain rules to remain safe when visiting places online.</p>	<p>Topic: Robots and morality</p> <p>Suggested Key Questions: What are your initial feelings about Robots? 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</p> <p>Key Skills and knowledge: With Support / verbal prompts can physically</p>	<p>Topic: Gaming Purple mash software 2diy3d</p> <p>Key Questions Can you think of an idea for a maze game? How do you score points? Who are the characters? Can you design a game? How do you programme each character?</p> <p>Key skills and knowledge: Understand some elements involved with games design Consider audiences when designing a game With Support / verbal prompts can physically follow & give each other instructions to move around</p> <p>Add text and images to a template document</p>	<p>Topic: plan a festival using ppt/word/publisher</p> <p>Suggested Key Questions: What is a festival? Can you name any festivals? What do you think a festival should include? How can you make a festival popular? How can a festival make a profit? Why are festivals good for local communities?</p> <p>Key skills and knowledge: Recognise uses of technology in their homes and in their community. Developing skills in using Microsoft Office packages Understanding the features of key software Developing design and planning skills</p>	<p>Topic: Animation</p> <p>Suggested Key Questions: What is animation? What is good about animation? What films contain animation? How can it communicate to all ages? What is your story about? What makes it interesting? How have you added humor /emotion to your story?</p> <p>Key skills and knowledge: Record their own voices, play back to an audience, and discuss their experience. Use a video or stills camera to record an activity. Create sounds and simple music phrases using ICT tools.</p>	<p>Topic: Scratch for Beginners/Intermediate</p> <p>Suggested Key Questions: What is scratch? What can scratch be used for? How can you demonstrate sequence? How do algorithms work? Can you give an example of algorithms?</p> <p>Key skills and knowledge: use technology purposefully to create, organise, store, manipulate and retrieve digital content. To discuss and evaluate their work</p>

	<p>Learn that many websites ask for information that is private & discuss how to responsibly handle such requests.</p> <p>Explore how email can be used to communicate with real people within their schools, families & communities.</p>	<p>follow & give each other instructions to move around</p> <p>Explore outcomes when buttons are pressed in sequences on a robot</p> <p>Begin to use software to create movement & patterns on a screen</p> <p>Begin to identify an algorithm to achieve a specific purpose</p> <p>Will begin to predict what will happen for a short sequence of instructions in a program</p>	<p>using an image & word bank</p> <p>Understand that there are online tools that can help them create and communicate.</p>		<p>Add text and images to a template document using an image & word bank</p>	
<p>Links to Gatsby Benchmarks:</p>	<p>3. Linking to careers.</p> <p>YouTube video creator. Working in office environment.</p>	<p>3. Linking to careers.</p> <p>Animator</p>	<p>3. Linking to careers.</p> <p>Camera operator video game design</p>	<p>3. Linking to careers.</p> <p>Magazine layout designer</p> <p>Advertising director</p>	<p>3. Linking to careers.</p> <p>Animator</p> <p>Digital illustrator</p> <p>YouTube video creator</p>	<p>3. Linking to careers.</p> <p>Animator</p> <p>Digital artist</p> <p>Digital illustrator</p> <p>Web designer</p>