

6.2N-Curriculum - ICT/2 Lessons weekly

Year	2024 – 2025 Autumn 1 Unit 1	2024 – 2025 Autumn 2 Unit 2	2024 – 2025 Spring 1 Unit 3	2024 – 2025 Spring 2 Unit 4	2024 – 2025 Summer 1 Unit 5	2024 – 2025 Summer 2 Unit 6
	<p>Topic: Computer Systems- What is a computer?</p> <p>Suggested Key Questions: What is a computer? What inputs do modern computers and/or tablets have? What outputs do modern computers and/or tablets have? How are they used in our daily lives? How are they used in careers/the workplace? How can computers make tasks easier? How can computers help with accessibility?</p> <p>Key skills and knowledge -Name and explain computer input parts/equipment.</p>	<p>Topic: Uses of office applications. Publisher.</p> <p>Choice of teacher-re: engagement. Pupils make posters to effectively advertise an event (fictional or school based).</p> <p>Suggested Key Questions: What is an advertisement? What is my intended audience? What is persuasion? What makes a professional looking poster?</p> <p>Key skills and knowledge -Adding full backgrounds-either custom or imported photos. -Using imported type faces (such as DaFont.com) -Setting transparency on objects.</p>	<p>Topic: Uses of applications.</p> <p>Planning and building a mockup of a website in PPT with navigations bar and buttons-hyperlinks to other sites or media.</p> <p>Use Sheffield SEND Computing SOW Unit- '2EXT: Creative media' for activity ideas.</p> <p>Suggested Key Questions: How do I plan out a project effectively? Use of success criteria. How do I add and manipulate media into an application?</p> <p>Key skills and knowledge -Design and create simple digital content for a purpose/audience, e.g. poster.</p>	<p>Topic: Coding.</p> <p>Use Sheffield SEND Computing SOW Unit- '4EXT: Computational thinking' for activity ideas.</p> <p>Suggested Key Questions: What is an algorithm? Why does it need to be in sequence? What is debugging?</p> <p>Key skills and knowledge Create a simple algorithm - Debug an error in a simple algorithm - Predict the outcome of a simple algorithm - Know that instructions in an algorithm need to be clear and unambiguous - Plan out an algorithm or program and evaluate its success</p>	<p>Topic: Coding.</p> <p>Simple projects in Makecode to programme a BBC Micro:bit.</p> <p>Use Sheffield SEND Computing SOW Unit- '4EXT: codebug/microbit' for activity ideas.</p> <p>Suggested Key Questions: What inputs and outputs does a Micro:bit have? What is makecode and how does it work? What is the PRIMM approach?</p> <p>Key skills and knowledge - Recognise that we can decompose a problem into smaller steps to make it simpler - Remix and change an existing program</p>	<p>Topic: Uses of email/MS Teams, other professional communication.</p> <p>Reading and writing emails. Practice sending to each other. Using teams to chat to one another.</p> <p>Key Questions: How is email different to other communications? What different tones can be used? One what hardware and apps can you read and send emails? When is a video meeting more appropriate?</p> <p>Key skills and knowledge -Begin to understand rules and language used in emails-based on audience. -To write and check email addresses and subject.</p>

	<ul style="list-style-type: none"> -Name and explain computer output parts/equipment. -Understand the best way to ergonomically use a keyboard to type efficiently. -Know how/why/when computers are used in the workplace. -To understand ICT skills that will be needed in later life. -Look at how different computer hardware and software can aide accessibility. 	<ul style="list-style-type: none"> -Setting centering or in line with other objects. -Appropriate use of standard logos. -Using layers (send to font/back) -Evaluating against a given criterion. 	<ul style="list-style-type: none"> - Edit digital content to improve it, e.g. resize text. - Identify the features of a good piece of digital content and apply these in own design. - Know where to find copyright-free content, e.g. creative commons images. - Remix and edit a range of existing and their own media to create content. - Consider the audience when designing and creating digital content. - Evaluate their own content against success criteria and make improvements accordingly 	<ul style="list-style-type: none"> - Use the language if... then... to describe the relationship between two actions. 	<ul style="list-style-type: none"> - Use repetition to make programs more efficient - Use selection in algorithms and programs, i.e. if... then... - Create simple variables, e.g. to keep score or remove lives in a game. 	<ul style="list-style-type: none"> -To use outlook or similar to sign into given email account. -To write emails to peers. -To reply to a teacher's email formally. -To join and participate in a video call on MS Teams.
Links to Gatsby Benchmarks:	<p>4. Linking curriculum learning to careers. ICT use in jobs and future life. Discussing how effective use of ICT can make careers more accessible to all.</p>	<p>4. Linking curriculum learning to careers. Developing skills in using technology/creative software packages and understanding the pathways these can help to access.</p>	<p>4. Linking curriculum learning to careers. Developing skills in using technology/creative software packages and understanding the pathways these can help to access.</p>	<p>4. Linking curriculum learning to careers. Computer or game coding. Engineering coding. Software construction. Statistical/medical coding careers.</p>	<p>4. Linking curriculum learning to careers. Computer or game coding. Engineering coding. Software construction. Statistical/medical coding careers.</p>	<p>4. Linking curriculum learning to careers. Discussion of different areas/job roles in an office or a remote job. Sending email as job applications.</p>

The SEND Scheme of work can be found here:
[Sheffield SEND Computing SoW](#)