9N - Navigator 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
	Topic: Traditional Media (Newspapers) and magazine **Use of Publisher, templates, and looking for images.** To understand traditional media and why newspapers were/are important To recognize the conventions of newspaper front pages To create a newspaper front page using Publisher **Suggested Key Questions:** What is traditional media? How has media changed? What impact do newspapers have? How are they important? Do we still need newspapers? What does a newspaper look like? Why are conventions used? **Key skills and knowledge:** Developing creativity and design skills	**Topic: electronics** **Recap algorithms and coding-leading into BBC Micro:bit projects.** **Suggested Key Questions:** What is an algorithm? How does this link to coding or making a programme? Can you make a circuit? How does a circuit work? How do you programme a Microbit? Can you create a toy/game/robot? Can you programme a Microbit and use it as part of a circuit? **Key skills and knowledge:** Independently explore outcomes when buttons are pressed in sequences on a robot Confidently explore software to create movement & patterns on a screen Develop further understanding to identify an algorithm to achieve a specific purpose Execute a program on a floor robot to achieve an algorithm	**Topic: Online safety social media** **Online safety- design of own safe social media platform. Powerpoint.** **Suggested Key Questions:** What is E-safety? What are privacy settings? Why could social media be harmful? How would advise someone to stay safe online? What is a troll? How could social media affect our daily lives? **Key Skills and Knowledge:** Will demonstrate understanding that some websites that are good for them to visit & some sites are not inappropriate. Will explain what is meant by the term cyber-bullying Know that if they put information online it leaves a digital footprint or "trail" & they need to manage it so it is not hurtful. Will confidently discuss with support criteria for	**Topic: Introduction to Excel** *Sheffield SEND Computing SOW- Unit: ext- spreadsheets.* **Shown spreadsheets and Excel.** **Features of spreadsheets and cell grid references.** **Editing and entering data.** **Simple formula.** **Suggested Key Questions:** What is a spreadsheet for? Who might use them and why? What app might you use to make a spreadsheet? What are the important features of a spreadsheet? Why are they so useful? What is data? **Key skills and knowledge:** Know that we use computers to store information - Explain information shown in a simple chart, pictogram or spreadsheet NC3+ - Recognise the benefits of using a computer to	**Topic: Podcast** **Researching features of podcast online.** **Planning of a podcast and content.** **Suggested Key Questions:** What is a podcast? Who listens to podcasts? What types of podcasts are there? What media is similar to a podcast? How does a podcast work? Can you plan and produce a podcast? **Key skills and knowledge:** With minimal support explore the effects of sound and radio. With minimal support can create own documents, adding text and images. Show an understanding of the format of a podcast and use its features. Gain an understanding of how to record and edit. Develop ability to use editing software.	**Topic: Podcast** **Rehearsal using a teleprompter online.** **Recording of podcast- use of Ipad.** **Creation of QR codes to link to podcast.** **Suggested Key Questions:** What is a podcast? Who listens to podcasts? What types of podcasts are there? What media is similar to a podcast? How does a podcast work? Can you plan and produce a podcast? **Key skills and knowledge:** With minimal support explore the effects of sound and radio. With minimal support can create own documents, adding text and images. Show an understanding of the format of a podcast and use its features. Gain an understanding of how to record and edit. Develop ability to use editing software.

	With minimal support can create own documents, adding text and images. With minimal support use an increasing variety of tools and effects in paint programs and talk about their choices Will understand there are a variety of sources of information and begin to recognise the differences. Develop understand the different types of content on websites and that some things may not be true or accurate.	Confidently use the word debug to correct any mistakes when programming a floor robot Will confidently predict what will happen for a short sequence of instructions in a program	rating informational websites a site.	create charts and databases - Design a questionnaire, collect a range of data and enter into a spreadsheet - Draw conclusions from information stored in a spreadsheet - Explain what a spreadsheet is and what it is used for - Use simple formulae in a spreadsheet to find out information from a set of data - Produce graphs from data in a spreadsheet		
Links to Gatsby Benchmarks:	3. Linking to careers. Magazine layout designer Advertising director Typographer	3. Linking to careers. Animator Digital artist Digital illustrator	3. Linking to careers. Office environment. How to keep safe	3. Linking to careers Working in an office Finance Budgeting	3. Linking to careers. Television and film producer Camera operator video game design Youtube video creator Sound engineer	3. Linking to careers. Television and film producer Camera operator video game design Youtube video creator Advertising director Sound engineer

The SEND Scheme of work can be found here:
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