

## 6.4 E Curriculum – ICT – 2 Lessons a week.

| Year | 2025 - 26<br>Autumn 1<br>Unit 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2025 - 26<br>Autumn 2<br>Unit 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2025 – 26<br>Spring 1<br>Unit 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2025 – 26<br>Spring 2<br>Unit 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2025 – 26<br>Summer 1<br>Unit 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2025 – 26<br>Summer 2<br>Unit 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | <p><b>Topic:</b> What is a computer?</p> <p>Sheffield SEND Computing SOW- Unit 1A</p> <p>Typing practice on TYPING.COM - Dependent on individual needs.</p> <p>ICT Expectations<br/>What is a computer?<br/>Parts of a computer.<br/>Keyboard skills.</p> <p>With support- Create a page in word- About your likes and dislikes.</p> <p><b>Suggested Key Questions:</b><br/>How should we conduct ourselves in the ICT room?<br/>What safety rules do have to follow and why?<br/>What sounds do various machines we know make?<br/>What technology is around the school?<br/>What is a computer?<br/>How and where do we use computers?</p> <p><b>Key Skills and knowledge:</b><br/>Begin to use index fingers (left and right hand) on a keyboard to build words &amp; sentences.</p> <p>To know the space bar makes 'finger spaces' between words.</p> | <p><b>Topic:</b> Uses of office applications. Publisher.</p> <p>Choice of teacher-re: engagement.<br/>Pupils make posters to effectively advertise an event (fictional or school based).</p> <p><b>Suggested Key Questions:</b><br/>What is an advertisement?<br/>What is my intended audience?<br/>What is persuasion?<br/>What makes a professional looking poster?</p> <p><b>Key skills and knowledge</b><br/>-Adding full backgrounds- either custom or imported photos.<br/>-Using imported type faces (such as DaFont.com)<br/>-Setting transparency on objects.<br/>-Setting centering or in line with other objects.<br/>-Appropriate use of standard logos.<br/>-Using layers (send to font/back)<br/>-Evaluating against a given criterion.</p> | <p><b>Topic:</b> Internet Safety – Play like share (CEOP)</p> <p><b>Suggested Key Questions:</b><br/>What is Internet safety?<br/>What are privacy settings?<br/>Why could social media be harmful?<br/>How would advise someone to stay safe online?<br/>What is a troll?<br/>How could social media affect our daily lives?<br/>Internet Safety week in February.</p> <p><b>Key Skills and knowledge:</b><br/>Will demonstrate understanding that some websites that are good for them to visit &amp; some sites are inappropriate.<br/>Will explain what is meant by the term cyber-bullying</p> <p>Know that if they put information online it leaves a digital footprint or "trail" &amp; they need to manage it, so it is not hurtful.</p> <p>Will confidently discuss with support criteria for rating informational websites a site.</p> | <p><b>Topic:</b> Uses of email/MS Teams, other professional communication.</p> <p>Reading and writing emails. Practice sending to each other.<br/>Using teams to chat to one another.</p> <p><b>Key Questions:</b><br/>How is email different to other communications?<br/>What different tones can be used?<br/>One what hardware and apps can you read and send emails?<br/>When is a video meeting more appropriate?</p> <p><b>Key skills and knowledge</b><br/>-Begin to understand rules and language used in emails- based on audience.<br/>-To write and check email addresses and subject.<br/>-To use outlook or similar to sign into given email account.<br/>-To write emails to peers.<br/>-To reply to a teacher's email formally.<br/>-To join and participate in a video call on MS Teams.</p> | <p><b>Topic:</b> 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><b>Suggested Key Questions:</b><br/>How do I plan out a project effectively?<br/>Use of success criteria.<br/>How do I add and manipulate media into an application?</p> <p><b>Key skills and knowledge</b><br/>-Design and create simple digital content for a purpose/audience, e.g. poster.<br/>- Edit digital content to improve it, e.g. resize text.<br/>- Identify the features of a good piece of digital content and apply these in own design.<br/>- Know where to find copyright-free content, e.g. creative commons images.<br/>- Remix and edit a range of existing and their own media to create content.<br/>- Consider the audience when designing and</p> | <p><b>Topic:</b> Coding.</p> <p>Use Sheffield SEND Computing SOW Unit- '4EXT: Computational thinking' for activity ideas.</p> <p><b>Suggested Key Questions:</b><br/>What is an algorithm?<br/>Why does it need to be in sequence?<br/>What is debugging?</p> <p><b>Key skills and knowledge</b><br/>Create a simple algorithm<br/>- Debug an error in a simple algorithm<br/>- Predict the outcome of a simple algorithm<br/>- Know that instructions in an algorithm need to be clear and unambiguous<br/>- Plan out an algorithm or program and evaluate its success<br/>- Use the language if... then... to describe the relationship between two actions.</p> |

|                                    |                                                                                                                                                                                                      |                                                                                                                                        |                                                                                                                                                                          |                                                                                                                                                                          |                                                                                                                                                                                    |                                                                                                                                                                  |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | <p>With visual prompts can recognise uses of technology in their homes and in their community.</p> <p>Begin to understand that there are online tools that can help them create and communicate.</p> |                                                                                                                                        |                                                                                                                                                                          |                                                                                                                                                                          | <p>creating digital content.</p> <p>- Evaluate their own content against success criteria and make improvements accordingly</p>                                                    |                                                                                                                                                                  |
| <b>Links to Gatsby Benchmarks:</b> | <p>4. Linking curriculum learning to careers.</p> <p>Using ICT to show thinking and ideas. Working in an office-based environment.</p>                                                               | <p>4. Linking curriculum learning to careers.</p> <p>Using ICT to show thinking and ideas. Working in an office-based environment.</p> | <p>4. Linking curriculum learning to careers.</p> <p>Skills needed to keep safe online. Skills needed to communicate safely. Working in an office-based environment.</p> | <p>4. Linking curriculum learning to careers.</p> <p>Discussion of different areas/job roles in an office or a remote job.</p> <p>Sending email as job applications.</p> | <p>4. Linking curriculum learning to careers.</p> <p>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.</p> <p>Computer or game coding. Engineering coding. Software construction. Statistical/medical coding careers.</p> |

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