4D. 1 - Discovery Curriculum – *ICT – 4 lessons a week 2025 - 2026*

	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	Summer 2 Unit 6
Year Cycle One	**Topic: What is a computer?** -Everyday Technology. **Use Sheffield SEND Computing SOW- Unit 1A. Suggested activities 5 to 12.** **Outcome is symbol based acceptable use agreement for the class.** **Suggested Key questions:** What is a computer? What objects have or use computers? Where have you seen people use computers? What do they do? Who uses them? What parts of a computer can you recognise and name? **Key skills and knowledge:** Explore technology - Begin to try to use different digital devices, e.g. computer, camera, tablet. - Recognise and name different parts of a computer and tablets. -Know how to treat computers- what is right and wrong.	**Topic: 105248-AQA Identification of basic ICT equipment** **1 identify a desktop personal computer unit 2 identify a monitor 3 identify a monitor screen 4 identify a keyboard** **5 identify a mouse 6 identify a printer.** **Key Questions:** Where is the monitor – what does it do? What is a printer? How do you tell the computer to print a document? What is a key board? What is the mouse? What is 'right click, left click?' **Key skills and knowledge:** Identify basic ICT equipment **Assessment outcome:** AQA summary sheet Formative assessment through activities and discussions	**Topic: Online Safety –** **Play like share (CEOP)** **Suggested Key Questions:** What is Internet 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? Internet Safety week in February. **Key Skills and knowledge:** Will demonstrate understanding that some websites that are good for them to visit & some sites are 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 rating informational websites a site.	**Topic: 105253- AQA** **Using ICT – unit 2** **1 switch on a computer safely 2 open at least two different software applications 3 open a file 4 type in given information 5 use the spellcheck function to correct the work 6 save changes to a file** **7 exit software appropriately 8 exit the operating system appropriately 9 print out work** **Key Questions:** How do you select google? What can google be used for? How would you search for…how to make a cake? What can you do help keep you safe on line? What do we mean by on line safety? **Key skills and knowledge:** How to keep safe on lineuse technology safely and respectfully, keeping personal information private; identify where to go for help and support when they	**Topic: PowerPoint** **Sheffield SEND Computing SOW- Unit 2F Suggested Activities see unit.** Topic of teacher choice. **Suggested Key Questions:** How can you change the background slides? How do import an image? How to select the right image – pixel size? Make adjustments, crop and remove background? editing How can you change the font/ add word art? What are your interests? What do you like best about school? What is important to you? **Key skills and knowledge:** Add text and images to a template document using an image & word bank Recognise uses of technology in their homes and in their community. Understand that there are online tools that can help them create and communicate.	**Topic: 111743 using ICT to produce a poster or leaflet with support** **Use of MSpublisher** **Key Questions: How can we communicate our ideas to others visually? How can font help sell a produce/ catch the audiences eye? What information should be included?** **Key skills and knowledge:** **1 start and log into a computer 2 add a border to a page** **3 add at least two pictures and a piece of text** **4 change the font, eg use Word, Word Art, italics, underline, colour 5 save work to a specific location 6 print a copy of work produced** **Assessment outcome:** AQA summary sheet Formative assessment through activities and discussions

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
				have concerns about content on the internet or other online technologies **Assessment outcome:** AQA summary sheet Formative assessment through activities and discussions		
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers. Recognising technology and how it helps us and others. Beginning to be able to use some technology.	Web designer Iphone / android app designer Television and film producer Film maker Camera operator video game design Youtube video creator Sign writer Magazine layout designer Advertising director Typographer	4.Linking curriculum learning to careers. Skills needed to keep safe online. Working in an office-based environment.	4. Linking curriculum learning to careers Web designer Magazine layout designer Advertising director Typographer	4. Linking curriculum learning to careers Animator Digital artist Digital illustrator Web designer	4. Linking curriculum learning to careers Skills needed to keep safe on line. Working in office based environment
	2024 - 25 **Autumn 1** **Unit 1**	**2024 - 25** **Autumn 2** **Unit 2**	**2024 – 25** **Spring 1** **Unit 3**	**2024 – 25** **Spring 2** **Unit 4**	**2024 – 25** **Summer 1** **Unit 5**	**2024 – 25** **Summer 2** **Unit 6**
Year Cycle Two	**Topic: Digital Art** **Sheffield SEND Computing SOW- Unit 2A.** **See progression in unit- lead on from last year.** **Key Questions:** What is art? What can it look like? Can you make art on a computer? Can you click to pick a colour for a picture? (coloring4all.com) Can you paint with a digital brush using a mouse or a touch screen? **Key skills and knowledge:**	**Topic: PowerPoint** **Sheffield SEND Computing SOW- Unit 2F Suggested Activities see unit.** Topic of teacher choice- Link to a topic being covered elsewhere in the curriculum. **Suggested Key Questions:** How can you change the background slides? How do import an image? How to select the right image – pixel size? Make adjustments, crop and remove background? editing	**Topic: Online Safety –** **Play like share (CEOP)** **Suggested Key Questions:** What is Internet 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? Internet Safety week in February. **Key Skills and knowledge:**	**Topic: Scratch for Beginners/Intermediate.** **Lead on from any previous learning- use Sheffield SEND Computing SOW – Unit EXT: Scratch.** **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? **Key skills and knowledge:**	**Topic: Recording Videos** **Sheffield SEND Computing SOW- Unit 2D** **See SOW for suggested activities.** **Suggested Key Questions:** What do visitors need to know about Queensbury School? What subjects do we offer? What do students learn in these subjects? What are your favourite rooms/ subjects? Why? What teachers should we include in our tour	**Topic: Using MS Word.** **Making a simple information page (could be based on learning from another subject this or last term)** **Suggested Key Questions:** How do you centralise the title? How can you change the font? How can you change the font size? How do you change colour of the font or highlight text? With support, can you copy/paste a picture from the internet?

	- Explore technology, e.g. an art package. - Demonstrate a preference for an image from a selection. - Create simple digital content e.g. create an image in an art package. - Select basic options in a familiar application to create artwork, e.g. colour of pen. - Select basic options in a familiar application to change appearance of media, e.g. font size, pen style	How can you change the font/ add word art? What are your interests? What do you like best about school? What is important to you? **Key skills and knowledge:** Add text and images to a template document using an image & word bank Recognise uses of technology in their homes and in their community. Understand that there are online tools that can help them create and communicate.	Will demonstrate understanding that some websites that are good for them to visit & some sites are 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 rating informational websites a site.	use technology purposefully to create, organise, store, manipulate and retrieve digital content. To discuss and evaluate their work	**Key skills and knowledge**: use technology purposefully to create, organise, store, manipulate and retrieve digital content Record video with support; take part in film-making; watch and control videos on a computer Record video using a tablet or camera; choose video for a purpose	**Key skills and knowledge:** Recognise purposes for using technology in school and at home. Understand that things they create belong to them and can be shared with others using technology. Know how to display information how they would like. Changing the layout, colour and style of text.
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers. Illustrator Artist Animator Digital design Web designer Magazine layout designer Typographer	4. Linking curriculum learning to careers Animator Digital artist Digital illustrator Web designer	4. Linking curriculum learning to careers. Skills needed to keep safe online. Working in an office-based environment.	3. Linking to careers. Animator Digital artist Digital illustrator Web designer	4. Linking curriculum learning to careers Digital artist. Digital illustrator Web designer Iphone / android app designer	4. Linking curriculum learning to careers Magazine layout designer Advertising director Typographer

The SEND Scheme of work can be found here:
Sheffield SEND Computing SoW