

## 3D2 - Discovery Curriculum – ICT - 2 Lessons

	2025 - 26 Autumn 1 Unit 1	2025 - 26 Autumn 2 Unit 2	2025 - 26 Spring 1 Unit 3	2025 – 26 Spring 2 Unit 4	2025 – 26 Summer 1 Unit 5	2025 – 26 Summer 2 Unit 6
Year 7	<p><b>Topic:</b> What is a computer? -Everyday Technology.</p> <p>Use Sheffield SEND Computing SOW- Unit 1A. <b>Recommended activities 1 to 5.</b> <b>OR...</b> <b>Suggested Activities:</b> Go on a “tech hunt” around school to spot digital devices. Match pictures of devices to their names. Listen to and identify sounds made by different devices. Use a tablet to take photos of technology in the room. Sort images into “used at home” vs “used at school.” Watch a video showing different types of everyday technology. Use symbol-supported cards to label common devices. Create a collage of “things that use computers.” Role-play using different devices (e.g. taking a photo). Complete a worksheet matching devices to their uses <b>Suggested Key questions:</b> What is a computer? What technology can you see around you?</p>	<p><b>Topic:</b> What is a computer? -Everyday Technology.</p> <p>Use Sheffield SEND Computing SOW- Unit 1A. <b>Continue with activities 5 to 12 (Progress dependent)</b></p> <p><b>Outcome is symbol based acceptable use agreement for the class.</b> <b>OR...</b> <b>Suggested Activities:</b> Label parts of a desktop computer using printed visuals. Use a touchscreen or mouse to explore a simple interactive website. Watch a video showing how to treat computers safely. Create a class Acceptable Use Agreement using symbols and photos. Match icons (e.g. power button, USB) to their names. Use a drag-and-drop activity to build a computer setup. Sort “safe” vs “unsafe” computer behaviours using cards. Practice turning a computer on and off safely. Use a simple paint program to draw a computer.</p>	<p><b>Topic:</b> Online Safety <a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/">https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</a></p> <p><b>Suggested Activities:</b> Watch Jessie &amp; Friends videos and discuss what happened. Use sorting cards to identify safe/unsafe online behaviours. Create a “trusted adult” poster with photos or drawings. Role-play asking for help when something online feels wrong. Use a symbol-supported worksheet to match feelings to online situations. Make a class “Online Safety Charter” with simple rules. Play a board game or quiz about online safety choices. Use a comic strip template to show a safe online decision. Match icons (e.g. padlock, thumbs up) to their meanings. Create a digital poster about keeping information private.</p> <p><b>Jessie &amp; Friends</b> The key message for children throughout <i>Jessie and Friends</i> is that if a child ever feels worried about</p>	<p><b>Topic:</b> What is a computer? -Key Skills.</p> <p>Sheffield SEND Computing SOW- Unit 1C</p> <p><b>Mixed with extended typing practice using TYPING.COM – beginner lessons.</b></p> <p><b>ICT Expectations.</b> <b>Parts of a computer.</b> <b>Keyboard skills.</b> <b>Logging on to the computer- use of login cards.</b> <b>Set of instructions- typed.</b> <b>OR...</b> Practice logging in using a visual login card. Use TYPING.COM beginner lessons with headphones. Label a keyboard using colour-coded stickers. Play a “keyboard bingo” game to find keys quickly. Use a Word template to type their name and insert a picture. Complete a drag-and-drop activity to match computer parts to names. Watch a video about how to use a computer safely. Create a poster showing “ICT room rules” using symbols or photos. Use a mouse to complete a simple paint or drag-and-drop task.</p>	<p><b>Topic:</b> What is a computer? -Images from the internet.</p> <p>Sheffield SEND Computing SOW- Unit 1C</p> <p><b>Still mixed with extended typing practice using TYPING.COM – beginner lessons.</b></p> <p><b>Logging on to the computer- use of login cards.</b> <b>Opening internet.</b> <b>Typing a given word into google image search.</b> <b>Finding different images of the same thing, e.g. trees, footballs, children.</b> <b>Copy and paste into a word doc.</b> <b>OR...</b> Use login cards to access the computer. Open a browser and go to Google Images with support. Type a simple word (e.g. “dog”) into the search bar. Scroll through images and choose a favourite. Copy and paste the image into a Word document. Add a title using a word bank or sentence starter. Use a worksheet to label parts of the Word screen. Print and decorate their image page. Match images to typed</p>	<p><b>Topic:</b> Using Word</p> <p>Opening a MSWord doc.</p> <p><b>Creating a page about things about thing you like (objects, family, food, games)</b></p> <p><b>Suggested Activities:</b> Use a Word template with boxes for name, photo, and favourite thing. Insert a picture using drag-and-drop or copy-paste. Type a sentence using a word bank or sentence starters. Use dictation tools to say a sentence and see it typed. Change the font size or colour with support. Add a title and underline it using the toolbar. Use a worksheet to label parts of the Word screen. Print and decorate their “Things I Like” page. Match images to typed words (e.g. pizza, dog, football). Create a class display of all students’ pages. <b>Key Questions:</b> How do underline a title? How can you change the font? Where can you find an image to go with that word? How can you make it</p>

	<p>How sounds do they make? What do they do? Who uses them? Can you take a photo of them?</p> <p><b>Key skills and knowledge:</b> Explore technology - Begin to try to use different digital devices, e.g. computer, camera, tablet. - Recognise different digital devices, e.g. computer, tablet, camera. - Recognise that different devices are used for different purposes, e.g. camera to take photo.</p>	<p>Create a poster showing "How to look after a computer.</p> <p><b>Suggested Key questions:</b> 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?</p> <p><b>Key skills and knowledge:</b> 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.</p>	<p>anything that happens online, they should seek help from an adult they trust. Further learning outcomes include identifying and responding safely to manipulative, pressurising and unhealthy behaviour online, and considering the safety and rights of themselves and other children when sharing content online.</p> <p><b>Suggested Key Questions:</b> What does being online look like? What are the different feeling we can experience when we are online? How do we identify adults who can help? Can photos be shared online?</p> <p><b>Key skills and knowledge:</b></p> <p>Talk about good &amp; bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you.</p> <p>Play appropriate games on the Internet.</p> <p>Talk about good and bad choices when using websites – being kind, telling a grown up if something upsets us &amp; keeping ourselves safe by keeping information private.</p>	<p>Type a short sentence using a word bank and print it.</p> <p><b>Suggested Key Questions:</b> How should we conduct ourselves in the ICT room? What safety rules do have to follow and why? What should you never do with logins and passwords? How do we login in and/or save our work? What do the buttons on the keyboard do?</p> <p><b>Key Skills and knowledge:</b> With support can add text and images to a template document in MSWord using an image &amp; word bank</p> <p>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>With visual prompts can recognise uses of technology in their homes and in their community.</p>	<p>words (e.g. pizza, dog, football). Create a class display of all students' image pages</p> <p><b>Suggested Key Questions:</b> How should we conduct ourselves in the ICT room? What safety rules do have to follow and why? What should you never do with logins and passwords? How do we login in and/or save our work? What do the buttons on the keyboard do?</p> <p><b>Key Skills and knowledge:</b> With support can add text and images to a template document in MSWord using an image &amp; word bank</p> <p>With support can look for an image on google.</p> <p>With support can copy some images to put in a word doc together.</p> <p>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>appear on your page? What does the save button look like?</p> <p><b>Key Skills and knowledge:</b></p> <p>Typing given words using correct hand placement.</p> <p>Fine motor mouse skills.</p> <p>Looking for an image online to go with my word.</p> <p>Right clicking copy and paste.</p> <p>Begin to understand that there are online tools that can help them create and communicate.</p>
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Links to Gatsby Benchmarks:	<p>4. Linking curriculum learning to careers.</p> <p>Recognising technology and how it helps us and others.</p> <p>Beginning to be able to use some technology.</p>	<p>4. Linking curriculum learning to careers.</p> <p>Recognising technology and how it helps us and others.</p> <p>Beginning to be able to use some technology.</p>	<p>4. Linking curriculum learning to careers.</p> <p>Skills needed to keep safe online.</p> <p>Working in an office-based environment.</p>	<p>4. Linking curriculum learning to careers.</p> <p>Skills needed to keep safe online.</p> <p>Working in an office-based environment.</p>	<p>4. Linking curriculum learning to careers.</p> <p>Word processing.</p> <p>Web designer Magazine layout designer Advertising director Typographer</p>	<p>4. Linking curriculum learning to careers.</p> <p>Word processing.</p> <p>Web designer Magazine layout designer Advertising director Typographer</p>
	2025 - 26 Autumn 1 Unit 1	2025- 26 Autumn 2 Unit 2	2025 - 26 Spring 1 Unit 3	2025 – 26 Spring 2 Unit 4	2025 – 26 Summer 1 Unit 5	2025 – 26 Summer 2 Unit 6
Year 8	<p><b>Topic:</b> What is a computer? -Key Skills.</p> <p>Sheffield SEND Computing SOW- Unit 1C. See progression through suggested activities on unit- more 'use of internet' based.</p> <p>Still mixed with extended typing practice using TYPING.COM – beginner lessons- Focus on hand and finger placement.</p> <p><b>Suggested Activities:</b> Log in independently</p>	<p><b>Topic:</b> What is a computer? -Images from the internet.</p> <p>Sheffield SEND Computing SOW- Unit 1C</p> <p>Still mixed with extended typing practice using TYPING.COM – beginner lessons.</p> <p><b>Suggested Activities:</b> Open a browser and search for an image using a typed keyword. Choose the best image from a selection (e.g.</p>	<p><b>Topic:</b> Online Safety – Play like share (CEOP)</p> <p><b>Suggested Activities:</b> Watch CEOP videos and identify key safety messages. Sort online behaviours into "safe," "risky," and "unsafe." Create a "digital footprint" trail showing what info is shared online. Role-play how to respond to online bullying or trolling.</p>	<p><b>Topic:</b> Using Word</p> <p>Opening a MSWord doc.</p> <p>Creating an information page on a given topic- this could be linked to current learning in another subject area.</p> <p><b>Suggested Activities:</b> Use a Word template to create a fact file on a chosen topic. Insert and resize an image from a safe search. Type 2-3 facts using a word bank or sentence</p>	<p><b>Topic:</b> Digital Art</p> <p>Sheffield SEND Computing SOW- Unit 2A. Suggested activities 1-4.</p> <p>Mouse fine-motor and clicking skill to colour or paint.</p> <p><b>Suggested Activities:</b> Use Tux Paint or Paint 3D to create a themed artwork (e.g. nature, space). Choose and apply different brushes and colours.</p>	<p><b>Topic:</b> Photographs - Using Powerpoint(could be whole class)</p> <p>Sheffield SEND Computing SOW- Unit 2C. Suggested activities in unit (purple).</p> <p><b>Suggested Activities:</b> Take a photo using an iPad and insert it into PowerPoint. Create a 2-slide presentation about a hobby or interest. Add a title and change the background colour. Insert and resize images</p>

<p>using a visual card and type their name. Use TYPING.COM with a focus on home row keys. Complete a "keyboard treasure hunt" to find specific keys. Label a keyboard with colour-coded stickers (advanced version). Match devices to their uses (e.g. camera → takes photos). Use a Word template to type a sentence and insert a picture. Create a digital poster about "My Favourite Device." Explore a safe website and describe what it's for. Complete a drag-and-drop activity to build a digital device. Create a "tech rules" poster using Word or Publisher.</p> <p><b>Suggested Key Questions:</b> How should we conduct ourselves in the ICT room? What safety rules do have to follow and why? What should you never do with logins and passwords? How do we login in and/or save our work? What do the buttons on the keyboard do?</p> <p><b>Key Skills and knowledge:</b> With support can add text and images to a template document in MSWord using an image &amp; word bank</p> <p>Begin to use index fingers (left and right hand) on a keyboard to build words &amp; sentences.</p> <p>Looking for an image online to go with my</p>	<p>clearest, most colourful). Copy and paste the image into a Word document. Add a title and change the font style or colour. Use a worksheet to label parts of the browser and Word screen. Create a "topic collage" using 3–4 images (e.g. animals, sports). Use a drag-and-drop activity to sort images by category. Add a caption to each image using a sentence starter. Print and decorate their image page. Present their image page to a peer or small group.</p> <p><b>Suggested Key Questions:</b> How should we conduct ourselves in the ICT room? What safety rules do have to follow and why? What should you never do with logins and passwords? How do we login in and/or save our work? What do the buttons on the keyboard do?</p> <p><b>Key Skills and knowledge:</b> With support can add text and images to a template document in MSWord using an image &amp; word bank</p> <p>With support can look for an image on google.</p> <p>With support can copy some images to put in a word doc together.</p> <p>Begin to use index fingers (left and right hand) on a keyboard to build words &amp; sentences.</p>	<p>Use a comic strip to show a safe online decision. Design a "Top 5 Online Safety Tips" poster. Match online safety icons to their meanings. Write a short script for a safety video or skit. Complete a quiz on privacy settings and safe sharing. Create a class "Online Safety Charter" with student input.</p> <p><b>Suggested Key Questions:</b> 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.</p> <p><b>Key Skills and knowledge:</b> Will demonstrate understanding that some websites that are good for them to visit &amp; some sites are inappropriate. 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>starters. Change font size, colour, and alignment. Add a heading and subheadings using formatting tools. Use a worksheet to label parts of the Word interface. Create a "Did You Know?" box using a text box. Use a drag-and-drop activity to build a page layout. Print and present their page to the class. Peer review a partner's page using a simple checklist.</p> <p><b>Key Questions:</b> How do underline a title? How can you change the font? Can you change the colour of the writing? Where can you find an image to go with that word? How can you make it appear on your page? What does the save button look like?</p> <p><b>Key Skills and knowledge:</b> Typing given words using correct hand placement.</p> <p>Fine motor mouse skills.</p> <p>Looking for an image online to go with my words or phrases.</p> <p>Right clicking copy and paste.</p> <p>Begin to understand that there are online tools that can help them create and communicate.</p>	<p>Trace over a photo or shape using a digital pen. Create a digital self-portrait with background. Design a greeting card or poster using templates. Match digital art tools to their functions. Create a "mood board" using colours and images. Save and print their artwork with a title. Watch a short video of a digital artist and discuss. Give feedback on a peer's artwork using sentence starters.</p> <p><b>Key Questions:</b> 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?</p> <p><b>Key skills and knowledge:</b> - Explore technology e.g. camera - Operate a digital device with support e.g. take a photograph using a tablet or camera - 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</p>	<p>from a folder or search. Add a sentence or caption to each slide. Use transitions or animations with support. Label parts of the PowerPoint screen using a worksheet. Present their slides to a peer or small group. Create a "photo story" using 3–4 slides. Peer review a partner's presentation using a checklist</p> <p><b>Key Questions:</b> What is a photo? How is this different from a picture? Where does a photo come from? Can you match photos to words or subjects? Can you pick something to take a photo of? Can you take a photo on an ipad? Can you print this photo with support?</p> <p><b>Key skills and knowledge:</b> - Explore technology e.g. camera - Operate a digital device with support e.g. take a photograph using a tablet or camera - Demonstrate a preference for a photo from a selection - Choose media to convey information, e.g. a photo of a person</p>
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	<p>word. Right clicking copy and paste. Begin to understand that there are online tools that can help them create and communicate.</p> <p>With visual prompts can recognise uses of technology in their homes and in their community.</p>	To know the space bar makes 'finger spaces' between words.				
<b>Links to Gatsby benchmarks:</b>	<p>4. Linking curriculum learning to careers.</p> <p>Recognising technology and how it helps us and others.</p> <p>Beginning to be able to use some technology.</p> <p>Working in an office-based environment.</p>	<p>4. Linking curriculum learning to careers.</p> <p>Word processing.</p> <p>Web designer Magazine layout designer Advertising director Typographer</p>	<p>4. Linking curriculum learning to careers.</p> <p>Skills needed to keep safe online. Working in an office-based environment.</p>	<p>4. Linking curriculum learning to careers.</p> <p>Word processing.</p> <p>Web designer Magazine layout designer Advertising director Typographer</p>	<p>4. Linking curriculum learning to careers.</p> <p>Illustrator Artist Animator Digital design Web designer Magazine layout designer Typographer</p>	<p>4. Linking curriculum learning to careers.</p> <p>Photography Digital design Web designer Magazine layout designer Typographer</p>

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Year 9	<p><b>Topic:</b> ICT Expectations.</p> <p>Login/Managing our area on the school network Create front cover for books Keyboard skills, mouse and typing games online.</p> <p><b>Suggested Activities:</b> Log in independently and navigate to their user area. Create a folder and name it appropriately (e.g. "ICT Autumn"). Design a front cover for their ICT folder using Word or Publisher. Insert and format their name using capital letters and font tools. Add a relevant image (e.g. computer icon) to the cover. Use a typing game to improve speed and accuracy. Complete a digital scavenger hunt (e.g. find the recycle bin, open Word). Watch a video about digital responsibility and discuss. Create a poster about "How to behave in the ICT room." Practice saving and retrieving files from their folder.</p> <p><b>Key Questions:</b> ICT Expectations How should we conduct ourselves in the ICT room? What safety rules do</p>	<p><b>Topic:</b> Using Word</p> <p>Opening a MSWord doc.</p> <p>Teachers' choice of project using MSWord- level of direct as individually required.</p> <p><b>Suggested Activities:</b> Open a blank Word document and type a title using formatting tools. Insert and resize an image from a safe search. Write a short paragraph using sentence starters or a scaffold. Use bullet points to list facts or ideas. Add a border or background colour to the page. Use a text box to highlight a key point. Create a two-column layout using a template. Save the document with a meaningful file name. Peer review a partner's work using a checklist. Print and present their work to the class or group.</p> <p><b>Key Questions:</b> How do underline a title? How can you change the font? Can you change the colour of the writing? Where can you find an image to go with that</p>	<p><b>Topic:</b> Online Safety –</p> <p>Play like share (CEOP)</p> <p><b>Suggested Activities:</b> Watch CEOP videos and identify key safety messages. Create a "digital footprint" trail showing what info is shared online. Sort online behaviours into "safe," "risky," and "unsafe." Role-play how to respond to online bullying or trolling. Use a comic strip to show a safe online decision. Design a "Top 5 Online Safety Tips" poster. Match online safety icons to their meanings. Write a short script for a safety video or skit. Complete a quiz on privacy settings and safe sharing. Create a class "Online Safety Charter" with student input.</p> <p><b>Suggested Key Questions:</b> 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.</p> <p><b>Key Skills and knowledge:</b> Will demonstrate understanding that some</p>	<p><b>Topic:</b> Using power point</p> <p>Sheffield SEND Computing SOW- Unit 2F. Suggested activities 9-10.</p> <p><b>Suggested Activities:</b> Create a 3-slide presentation on a topic of interest. Add a title, subtitle, and bullet points to each slide. Insert and resize images from a safe search. Change slide backgrounds and apply a theme. Add transitions between slides. Use animations to highlight key points. Record a short voiceover or narration (optional). Peer review a partner's presentation using a checklist. Present their slides to a small group or the class. Save and export the presentation as a PDF or video.</p> <p><b>Key Questions:</b> Can you choose an image to convey information? How can you change the background slides? How do import an image? Can you make more than one slide?</p> <p><b>Key skills and knowledge:</b> -Demonstrate a preference for digital content from a selection, e.g. choose an image or music to add to a poster or presentation.</p>	<p><b>Topic:</b> Digital Art</p> <p>Sheffield SEND Computing SOW- Unit 2A. Suggested activities 5-7.</p> <p><b>Mouse fine-motor and clicking skill to colour or paint.</b></p> <p><b>Suggested Activities:</b> Use Paint 3D or Photopea to create a themed artwork. Combine shapes, text, and images to create a poster. Use layers to build a more complex image (with support). Create a digital self-portrait with background and props. Design a logo or badge using symmetry tools. Match digital art tools to their functions using a quiz. Create a "mood board" using colours and images. Save and print their artwork with a title and name. Watch a short video of a digital artist and discuss. Give feedback on a peer's artwork using sentence starters</p> <p><b>Key Questions:</b> 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)</p>	<p><b>Topic:</b> Films and Videos</p> <p>Sheffield SEND Computing SOW- Unit 2D. Suggested activities 1-6.</p> <p><b>Suggested Activities:</b> Watch a short video clip and talk about what it shows. Identify devices that can play or record videos (e.g. iPad, smartboard). Practice using play, pause, and volume controls on a video. Choose a favourite video from a safe list and explain why they like it. Use an iPad to record a short clip (e.g. saying hello or showing a drawing). Watch their own video and say what they liked about it. Take turns recording a classmate (with consent) doing a simple task. Add a title screen using a simple app (e.g. Clips or iMovie). Create a "video plan" using a storyboard with pictures or symbols. Share their video with the class or in a small group</p> <p><b>Key Questions:</b> What is a video? What devices can I watch a video on? How can I control video playback?</p>

	<p>have to follow and why?</p> <p>Login/Managing our area on the school network</p> <p>What should you never do with logins and passwords?</p> <p>Where do we store the work we create on the computer?</p> <p>How do we create a folder in your area?</p> <p>Creating front cover for ICT books</p> <p>What program can we use?</p> <p>How do we add our name?</p> <p>What should we use for the first letter of our name?</p> <p>What type of image can we use to show our books are for ICT?</p> <p>What else can we add to our cover?</p> <p>Keyboard skills</p> <p><b><u>Key skills and knowledge:</u></b></p> <p>Learn that many websites ask for information that is private &amp; discuss how to responsibly handle such requests.</p> <p>How do find information online.</p> <p>How to better define searches.</p>	<p>word?</p> <p>How can you make it appear on your page?</p> <p>What does the save button look like?</p> <p><b><u>Key Skills and knowledge:</u></b></p> <p>Typing given words using correct hand placement.</p> <p>Fine motor mouse skills.</p> <p>Looking for an image online to go with my words or phrases.</p> <p>Right clicking copy and paste.</p> <p>Begin to understand that there are online tools that can help them create and communicate.</p>	<p>websites that are good for them to visit &amp; some sites are inappropriate.</p> <p>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>-Look at how data is representing digitally.</p> <p>-Contribute to and interpret a pictogram.</p> <p>- Select basic options in an application, e.g. colour of text</p> <p>- Present information using appropriate software with support</p>	<p>Can you paint with a digital brush using a mouse or a touch screen?</p> <p><b><u>Key skills and knowledge:</u></b></p> <p>- Explore technology, e.g. an art package.</p> <p>- Demonstrate a preference for an image from a selection.</p> <p>- Create simple digital content e.g. create an image in an art package.</p> <p>- Select basic options in a familiar application to create artwork, e.g. colour of pen.</p> <p>- Select basic options in a familiar application to change appearance of media, e.g. font size, pen style</p>	<p>What cameras can make a video?</p> <p>Can I be in a video?</p> <p><b><u>Key skills and knowledge:</u></b></p> <p>- Explore technology, e.g. iPads, smart screens and digital cameras.</p> <p>- Playing and pausing videos.</p> <p>-Picking videos I like from a list.</p> <p>-Recognising my favourite type of video.</p> <p>-Speaking, signing, or otherwise communicating to a camera.</p> <p>-Watching and evaluating myself in a video.</p>
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Links to Gatsby benchmarks:	<p>4. Linking curriculum learning to careers</p> <p>Skills needed to keep safe online.</p> <p>Working in an office-based environment.</p>	<p>4. Linking curriculum learning to careers.</p> <p>Word processing.</p> <p>Web designer Magazine layout designer Advertising director Typographer</p>	<p>4. Linking curriculum learning to careers.</p> <p>Skills needed to keep safe online.</p> <p>Working in an office-based environment.</p>	<p>4. Linking curriculum learning to careers.</p> <p>Web designer Magazine layout designer Advertising director Typographer</p>	<p>4. Linking curriculum learning to careers.</p> <p>Illustrator Artist Animator Digital design Web designer Magazine layout designer Typographer</p>	<p>4. Linking curriculum learning to careers.</p> <p>Photography Videography Digital design marketing</p>
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The SEND Scheme of work can be found here:

[Sheffield SEND Computing SoW](#)