Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

8E - **Explorer Curriculum** - *ICT/2 Lessons weekly 2025-26*

Year	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	Summer 2 Unit 6
	Topic: Scratch for Beginners/Intermediate. **Lead on from 7E learning- use Sheffield SEND Computing SOW – Unit 4E or move on to 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:** use technology purposefully to create, organise, store, manipulate and retrieve digital content. To discuss and evaluate their work	**Topic: Robots and morality.** **Robots and their rules, Programing simple Makecodes on a BBC Micro:bit.** **See Shefield SEND computing SOW unit - EXT: Code Bug / micro:bit for activity ideas.** **Suggested Key Questions:** What are your initial feelings about Robots? What is a robot? What are the advantages of using Robots? What are the disadvantages of using robots? What do you think of Alexa, advantages/disadvantages? What hand free technology are you aware of or used? Driverless cars, discuss Should robots have feelings? Why? What is AI? Serif draw software- tools specific questioning **Key Skills and knowledge:** With Support / verbal prompts can physically follow & give each other	**Topic: Online safety.** **Check CEOP or the SEND SOW- Unit 1B for activity ideas.** **Suggested Key Questions:** What is a computer virus? What harm can computer viruses cause? How could you know if your computer had a virus? What steps can you take to remove a virus? What is a computer worm? What is a Trojan Horse What is spyware? What do you need to keep safe on your computer? What makes a safe password? What is a digital footprint? **Key Skills and knowledge:** Understand they need to follow certain rules to remain safe when visiting places online. Learn that many websites ask for information that is private & discuss how to responsibly handle such requests. Explore how email can be used to communicate with real people within their	**Topic: Gaming Planning and Design.** **Purple mash software 2diy3d.** **Planning, design, building and evaluation can all be done on Purple Mash.** **Key Questions** Can you think of an idea for a maze game? How do you score points? Who are the characters? Can you design a game? How do you programme each character? **Key skills and knowledge:** Understand some elements involved with games design Consider audiences when designing a game With Support / verbal prompts can physically follow & give each other instructions to move around Add text and images to a template document using an image & word bank Understand that there are online tools that can help them create and communicate.	**Topic: plan a festival using ppt/publisher** **Suggested Key Questions:** What is a festival? Can you name any festivals? What do you think a festival should include? How can you make a festival popular? How can a festival make a profit? What might a festival website look like? How would navigation work? Why are festivals good for local communities? **Key skills and knowledge:** Recognise uses of technology in their homes and in their community. Developing skills in using Microsoft Office packages Understanding the features of key software Developing design and planning skills	**Topic: Animation** **Build up to using FLIPANIM to make a short animation of their own.** **Check Sheffield SEND Computing SOW – Unit 2H for ideas.** **Suggested Key Questions:** What is animation? What is good about animation? What films contain animation? How can it communicate to all ages? What is your story about? What makes it interesting? How have you added humor /emotion to your story? **Key skills and knowledge:** Play back to an audience and discuss their experience. Merge still images together to create an animation. Add text and images to a template document using an image & word bank. Use a video or stills camera to record an activity.

		instructions to move around Explore outcomes when buttons are pressed in sequences on a robot Begin to use software to create movement & patterns on a screen Begin to identify an algorithm to achieve a specific purpose Will begin to predict what will happen for a short sequence of instructions in a program	schools, families & communities.			
Links to Gatsby Benchmarks:	3. Linking to careers. Animator Digital artist Digital illustrator Web designer	3. Linking to careers. Animator Game design Coding	3. Linking to careers Working in office environment.	3. Linking to careers. Digital design and planning video game design Product design and evaluation.	3. Linking to careers. Advertising director Web page design Marketing Magazine layout designer	3. Linking to careers. Animator Digital illustrator YouTube video creator

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