

## 8N - Navigator Curriculum - ICT/2 Lessons weekly

Year	2025 – 2026 Autumn 1 Unit 1	2025 – 2026 Autumn 2 Unit 2	2025 – 2026 Spring 1 Unit 3	2025 – 2026 Spring 2 Unit 4	2025 – 2026 Summer 1 Unit 5	2025 – 2026 Summer 2 Unit 6
	<p><b>Topic:</b> Scratch for Beginners/Intermediate.</p> <p>Lead on from 7N learning- use Sheffield SEND Computing SOW – Unit EXT: Scratch.</p> <p><b>Skill Focus:</b> Build on Year 7 Scratch basics Introduce sequences, loops, and simple conditionals Begin to evaluate and improve code</p> <p><b>Suggested Activities:</b> Create a sprite that moves and speaks. Use loops to repeat actions (e.g. dance routine). Add sound effects and background changes. Create a simple quiz or animation with branching. Debug a broken program and explain the fix. Share and peer review a Scratch project.</p> <p><b>Suggested Key Questions:</b> 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?</p>	<p><b>Topic:</b> Robots and morality.</p> <p>Robots and their rules, Programing simple Makecodes on a BBC Micro:bit.</p> <p><b>See Sheffield SEND computing SOW unit - EXT: Code Bug / micro:bit</b></p> <p><b>Skill Focus:</b> Introduction to physical computing Programming Micro:bit with MakeCode Ethical thinking around AI and robotics</p> <p><b>Suggested Activities:</b> Discuss pros/cons of robots and AI (e.g. Alexa, driverless cars). Program Micro:bit to display a symbol or message. Use button inputs to trigger different outputs. Create a "mood badge" using LED patterns. Debate: Should robots have feelings? Design a robot character using Serif Draw or paper</p> <p><b>Suggested Key Questions:</b> What are your initial feelings about Robots? What is a robot? What are the advantages of using Robots?</p>	<p><b>Topic:</b> Online safety.</p> <p>Check CEOP or the SEND SOW- Unit 1B for activity ideas.</p> <p><b>Skill Focus:</b> Understanding digital threats (viruses, spyware) Safe passwords and private information Responsible email and online communication</p> <p><b>Suggested Activities:</b> Watch a video on computer viruses and discuss. Create a "safe password" poster. Sort online behaviours into safe/unsafe. Role-play how to respond to a phishing email. Design a digital footprint trail. Create a class online safety agreement</p> <p><b>Suggested Key Questions:</b> 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?</p>	<p><b>Topic:</b> Gaming Planning and Design. Purple mash software 2diy3d.</p> <p><b>Planning, design, building and evaluation can all be done on Purple Mash.</b></p> <p><b>Skill Focus:</b> Game design thinking Planning, building, and evaluating a simple game Understanding audience and purpose</p> <p><b>Suggested Activities:</b> Play a sample 2DIY3D game and discuss features. Plan a game using a storyboard. Design characters and obstacles. Build the game and test it. Peer play and give feedback. Reflect and improve based on feedback.</p> <p><b>Key Questions</b> 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?</p> <p><b>Key skills and knowledge:</b></p>	<p><b>Topic:</b> plan a festival using ppt/publisher</p> <p><b>Skill Focus:</b> Using Office tools for planning and presentation Layout, design, and navigation Communicating ideas clearly</p> <p><b>Suggested Activities:</b> Research and choose a festival theme (music, food etc) Create a logo and poster using Publisher. Design a 3-slide PowerPoint about the festival. Add transitions and hyperlinks for navigation. Include a map or schedule. Present their festival to the class.</p> <p><b>Suggested Key Questions:</b> 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?</p>	<p><b>Topic:</b> Animation</p> <p>Build up to using FLIPANIM to make a short animation of their own.</p> <p><b>Check Sheffield SEND Computing SOW – Unit 2H for ideas.</b></p> <p><b>Skill Focus:</b> Storyboarding and visual storytelling Creating frame-by-frame animation Adding emotion and humour</p> <p><b>Suggested Activities:</b> Watch short animations and identify techniques. Plan a story using a storyboard template. Create a character and background in FlipAnim. Animate a short scene (e.g. greeting, joke). Add text or speech bubbles. Share and reflect on their animation</p> <p><b>Suggested Key Questions:</b> 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</p>

	<p><b>Key skills and knowledge:</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content. To discuss and evaluate their work</p>	<p>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?</p> <p>Serif draw software-tools specific questioning</p> <p><b>Key Skills and knowledge:</b></p> <p>With Support / verbal prompts can physically follow &amp; give each other instructions to move around</p> <p>Explore outcomes when buttons are pressed in sequences on a robot</p> <p>Begin to use software to create movement &amp; patterns on a screen</p> <p>Begin to identify an algorithm to achieve a specific purpose</p> <p>Will begin to predict what will happen for a short sequence of instructions in a program</p>	<p>What do you need to keep safe on your computer? What makes a safe password? What is a digital footprint?</p> <p><b>Key Skills and knowledge:</b> Understand they need to follow certain rules to remain safe when visiting places online.</p> <p>Learn that many websites ask for information that is private &amp; discuss how to responsibly handle such requests.</p> <p>Explore how email can be used to communicate with real people within their schools, families &amp; communities.</p>	<p>Understand some elements involved with games design</p> <p>Consider audiences when designing a game</p> <p>With Support / verbal prompts can physically follow &amp; give each other instructions to move around</p> <p>Add text and images to a template document using an image &amp; word bank</p> <p>Understand that there are online tools that can help them create and communicate.</p>	<p><b>Key skills and knowledge:</b> Recognise uses of technology in their homes and in their community.</p> <p>Developing skills in using Microsoft Office packages Understanding the features of key software Developing design and planning skills</p>	<p>you added humor /emotion to your story?</p> <p><b>Key skills and knowledge:</b> Play back to an audience and discuss their experience.</p> <p>Merge still images together to create an animation.</p> <p>Add text and images to a template document using an image &amp; word bank.</p> <p>Use a video or stills camera to record an activity.</p>
<b>Links to Gatsby Bench marks:</b>	<p>3. Linking to careers. Animator Digital artist Digital illustrator Web designer</p>	<p>3. Linking to careers. Animator Game design Coding</p>	<p>3. Linking to careers Working in office environment.</p>	<p>3. Linking to careers. Digital design and planning video game design Product design and evaluation.</p>	<p>3. Linking to careers. Advertising director Web page design Marketing Magazine layout designer</p>	<p>3. Linking to careers. Animator Digital illustrator YouTube video creator</p>

