

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

## 3Q 3 - Quest Curriculum – ICT – Computing/ 2 Lessons

| Year   | 2025 - 2026<br>Autumn 1<br>Unit 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2025 – 2026<br>Autumn 2<br>Unit 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2025 - 2026<br>Spring 1<br>Unit 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2025 - 2026<br>Spring 2<br>Unit 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2025 - 2026<br>Summer 1<br>Unit 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2025 - 2026<br>Summer 2<br>Unit 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Year 7 | <p><b>Topic:</b> What is a computer?<br/>-Everyday Technology.</p> <p>Use Sheffield SEND Computing SOW- Unit 1A.<br/><b>Suggested activities</b> 5 to 12.</p> <p><b>Outcome is symbol based acceptable use agreement for the class. Or...</b><br/><b>Suggested Activities:</b><br/>Match pictures of devices (e.g. phone, microwave, tablet) to the word "computer" or "not a computer."<br/>Go on a classroom or school "tech hunt" to spot devices with computers inside.<br/>Use symbol-supported cards to label parts of a desktop computer.<br/>Watch a short video showing different types of technology in everyday life.<br/>Create a collage of "things that use computers" using cut-outs or digital images.<br/>Sort images into "used at home" vs "used at school."<br/>Use a touchscreen or mouse to explore a simple interactive website.<br/>Role-play how to treat a computer safely (e.g. gentle hands, no food).</p> | <p><b>Topic:</b> What is a computer?<br/>-Key Skills.</p> <p>Sheffield SEND Computing SOW- Unit 1C</p> <p>Mixed with extended typing practice using TYPING.COM – beginner lessons.</p> <p>ICT Expectations.<br/><b>Parts of a computer.</b><br/><b>Keyboard skills.</b><br/><b>Logging on to the computer- use of login cards.</b></p> <p><b>Set of simple instructions- typed. Or...</b><br/><b>Suggested Activities:</b><br/>Practice logging in using a visual login card.<br/>Use TYPING.COM beginner lessons with headphones.<br/>Label a keyboard using colour-coded stickers (e.g. letters, numbers, space bar).<br/>Play a "keyboard bingo" game to find keys quickly.<br/>Use a Word template to type their name and insert a picture.<br/>Complete a drag-and-drop activity to match computer parts to names.<br/>Watch a video about how to use a computer safely.</p> | <p><b>Topic:</b> Online Safety<br/><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>Jessie &amp; Friends</b><br/>The key message for children throughout <i>Jessie and Friends</i> is that if a child ever feels worried about anything that happens online, they should seek help from an adult they trust.<br/>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><br/>What does being online look like?<br/>What are the different feeling we can experience when we are online?<br/>How do we identify adults who can help?<br/>Can photos be shared online?</p> <p><b>Key skills and knowledge:</b></p> | <p><b>Topic:</b> Using Word</p> <p>"All About Me" Poster</p> <p><b>Suggested Activities:</b><br/>Use a pre-made Word template with boxes for name, photo, and a favourite thing.<br/>Insert a photo using drag-and-drop or copy-paste.<br/>Type a sentence using a symbol-supported word bank.<br/>Use dictation tools or sentence starters for support.</p> <p><b>Suggested Key Questions:</b><br/>What is your name? Can you type it?<br/>What do you like? Can you find a picture of it?<br/>How do you make your writing bigger or change the colour?<br/>What does the save button look like?</p> <p><b>Key Skills and Knowledge:</b><br/>Use a keyboard to type simple words or sentences with support.<br/>Insert an image using copy-paste or drag-and-drop.<br/>Use a template to structure content.<br/>Recognise and use basic formatting tools (font size, colour).</p> | <p><b>Topic:</b> Digital Art</p> <p>Sheffield SEND Computing SOW- Unit 2A. <b>Suggested activities</b> 9-10.<br/>-any from 1 to 9.</p> <p><b>Mouse fine-motor and clicking skill to colour or paint. And/or...</b><br/><b>Suggested Activities:</b><br/>Use Tux Paint or coloring4all.com to colour a digital picture.<br/>Choose a brush and colour to draw a picture using a mouse or finger.<br/>Trace over a simple shape or image using a digital pen.<br/>Create a digital self-portrait using basic shapes and colours.<br/>Use a template to design a birthday card or poster.<br/>Match digital art tools (e.g. brush, fill, eraser) to their names.<br/>Create a "mood board" using colours and images that show feelings.<br/>Save and print their artwork to take home or display.<br/>Watch a short video of a digital artist at work.<br/>Give feedback on a peer's artwork using sentence starters.</p> <p><b>Key Questions:</b><br/>What is art?</p> | <p><b>Topic:</b> Using power point</p> <p>Sheffield SEND Computing SOW- Unit 2F. <b>Suggested activities</b> 9-10.<br/>Or...<br/><b>Suggested Activities:</b><br/>Use a 1-slide template with placeholders for name, photo, and favourite thing.<br/>Insert a picture from a pre-selected image bank.<br/>Type a sentence using a word bank or dictation.<br/>Change the background colour of the slide.<br/>Add a title using WordArt or bold text.<br/>Use a worksheet to label parts of the PowerPoint screen.<br/>Watch a peer's slide and say one thing they liked.<br/>Add a second slide with a different topic (e.g. favourite food).<br/>Use a drag-and-drop activity to build a slide layout.<br/>Present their slide to a small group or the class with support.</p> <p><b>Key Questions:</b><br/>Can you choose an image to convey information?<br/>How can you change the background slides?<br/>How do import an image?<br/>Can you make more than one slide?</p> <p><b>Key skills and knowledge:</b></p> |

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|                                           | <p>Complete a matching worksheet: device → what it does.</p> <p><b>Suggested Key questions:</b><br/>         What is a computer?<br/>         What objects have or use computers?<br/>         Where have you seen people use computers?<br/>         What do they do? Who uses them?<br/>         What parts of a computer can you recognise and name?</p> <p><b>Key skills and knowledge:</b><br/>         Explore technology<br/>         - Begin to try to use different digital devices, e.g. computer, camera, tablet.<br/>         - Recognise and name different parts of a computer and tablets.<br/>         - Know how to treat computers- what is right and wrong.</p> | <p>Create a poster showing "ICT room rules" using symbols or photos.<br/>         Use a mouse to complete a simple paint or drag-and-drop task.<br/>         Type a short sentence using a word bank and print it.</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 should you never do with logins and passwords?<br/>         How do we login in and/or save our work?<br/>         What do the buttons on the keyboard do?</p> <p><b>Key Skills and knowledge:</b><br/>         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>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>Save a document with support.</p>                                                             | <p>What can it look like?<br/>         Can you make art on a computer?<br/>         Can you click to pick a colour for a picture? (coloring4all.com)<br/>         Can you paint with a digital brush using a mouse or a touch screen?</p> <p><b>Key skills and knowledge:</b><br/>         - Explore technology, e.g. an art package.<br/>         - Demonstrate a preference for an image from a selection.<br/>         - Create simple digital content e.g. create an image in an art package.<br/>         - Select basic options in a familiar application to create artwork, e.g. colour of pen.<br/>         - Select basic options in a familiar application to change appearance of media, e.g. font size, pen style</p> | <p>-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>-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><b>Links to Gatsby Benchmarks:</b></p> | <p>4. Linking curriculum learning to careers.</p> <p>Recognising technology and how it helps us and others.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>4. Linking curriculum learning to careers.</p> <p>Skills needed to keep safe online.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>4. Linking curriculum learning to careers.</p> <p>Skills needed to keep safe online.</p>                                                                                                                                                                                                                                                                                           | <p>4. Linking curriculum learning to careers:</p> <p>Word processing, digital communication,</p> | <p>4. Linking curriculum learning to careers.</p> <p>Illustrator<br/>         Artist<br/>         Animator</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>4. Linking curriculum learning to careers.</p> <p>Web designer<br/>         Magazine layout designer<br/>         Advertising director</p>                                                                                                                                                                                                                                           |

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|  | Beginning to be able to use some technology. | Working in an office-based environment. | Working in an office-based environment. | magazine layout designer, typographer. | Digital design<br>Web designer<br>Magazine layout designer<br>Typographer | Typographer |
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| Year   | 2025 - 2026<br>Autumn 1<br>Unit 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2025 – 2026<br>Autumn 2<br>Unit 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2025 - 2026<br>Spring 1<br>Unit 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2025 - 2026<br>Spring 2<br>Unit 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2025 - 2026<br>Summer 1<br>Unit 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2025 - 2026<br>Summer 2<br>Unit 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Year 8 | <p><b>Topic:</b> Photographs - Using PowerPoint (Simplified)</p> <p>Sheffield SEND Computing SOW- Unit 2C.</p> <p><b>Suggested Activities:</b><br/>Use iPads to take photos of classroom objects or peers (with consent). Match printed photos to words or symbols. Insert photos into a pre-made PowerPoint slide with a title box. Print slides with support.</p> <p><b>Key Questions:</b><br/>What is a photo? How is it different from a picture?<br/>What can you take a photo of?<br/>Can you find your photo on the iPad?<br/>How do you put it into a slide?</p> <p><b>Key Skills and Knowledge:</b><br/>Take a photo using a tablet with support. Match photos to words or categories. Insert a photo into a slide using a template. Use basic PowerPoint tools (insert, title, save).</p> | <p><b>Topic:</b> Coding- Scratch JR (simplified)</p> <p>Sheffield SEND Computing SOW- Unit 4E.</p> <p><b>Suggested Activities:</b><br/>Use iPads with Scratch Jr to move a character across the screen. Follow a visual instruction card to build a simple sequence. Create a short animation (e.g. a cat walking to a tree).</p> <p><b>Key Questions:</b><br/>What is an instruction? What happens when you press the green flag?<br/>Can you make your character move? What happens if you change the blocks?</p> <p><b>Key Skills and Knowledge:</b><br/>Understand that instructions control actions. Use simple blocks to create a sequence. Debug by trial and error. Use logic to predict outcomes.</p> | <p><b>Topic:</b> Online Safety – Play like share (CEOP)</p> <p><b>Suggested Activities:</b><br/>Watch short CEOP videos and discuss scenarios. Use symbol-supported worksheets to sort safe/unsafe online behaviours. Role-play asking for help or reporting something online.</p> <p><b>Suggested Key Questions:</b><br/>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><br/>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><b>Topic:</b> Using Word – Writing a Letter (Simplified)</p> <p><b>Suggested Activities:</b><br/>Use a pre-made letter template with fill-in-the-blank sections (e.g. greeting, one sentence about themselves, closing). Provide a symbol-supported word bank (e.g. feelings, hobbies, school subjects). Use Clicker-style software or dictation tools for students with low literacy. Model the task using visual task cards or a step-by-step demo on the board.</p> <p><b>Suggested Key Questions:</b><br/>What is a letter? Who might we write to? What do we say at the start of a letter? What do we want to tell the person? How do we finish a letter? Can you find the save button? Key Skills and Knowledge:</p> <p>Use a keyboard to type simple words or sentences with support. Use a template to structure a letter. Insert a name and greeting using a word bank or dictation.</p> | <p><b>Topic:</b> PowerPoint – "All About Me" (Simplified)</p> <p>Sheffield SEND Computing SOW- Unit 2F</p> <p><b>Suggested Activities</b><br/>11&amp;12 or..</p> <p><b>Suggested Activities:</b><br/>Use a 2-slide template with placeholders for name, photo, and favourite things. Choose images from a pre-selected folder. Add a sentence using a word bank or dictation.</p> <p><b>Key Questions:</b><br/>What do you like? Can you find a picture of it? How do you add a new slide? How do you change the background?</p> <p><b>Key Skills and Knowledge:</b><br/>Add text and images to a slide using a template. Use basic formatting tools (font, colour). Present simple information with support.</p> | <p><b>Topic:</b> Digital Art (simplified)</p> <p>Sheffield SEND Computing SOW- Unit 2A.</p> <p><b>See progression in unit-lead on from last year.</b></p> <p><b>Suggested Activities:</b><br/>Use websites like coloring4all.com or apps like Tux Paint to colour pre-made images. Create a self-portrait or avatar using a simple drawing app (e.g. Paint 3D or Brushes Redux). Make a digital collage by dragging and dropping images into PowerPoint or Publisher. Build a "mood board" using colours, patterns, and images that represent different emotions. Match digital art tools (e.g. paintbrush, fill tool) to their functions using printed or digital cards. Trace over simple line drawings using a mouse or touchscreen. Display finished artwork in a class "gallery walk" and give simple peer feedback using sentence starters.</p> <p><b>Suggested Key Questions:</b><br/>What is art? Can you make art on a computer? What colours do you like? Can you paint with your finger or mouse? How do you save your picture?</p> |

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|                             |                                                                                                          |                                                                                    | Will confidently discuss with support criteria for rating informational websites a site.                                     | Recognise and use basic formatting tools (font size, bold). Save a document with support. Links to Gatsby Benchmarks:                         |                                                                                                     | <b>Key Skills and Knowledge:</b><br>Use digital tools to create and colour images. Choose colours, brushes, and shapes in a familiar app. Save and print digital artwork with support. Recognise and use basic functions in an art program. Express preferences and give simple feedback on digital work. |
| Links to Gatsby Benchmarks: | 4. Linking curriculum learning to careers:<br><br>Photography, digital design, magazine layout designer. | 4. Linking curriculum learning to careers:<br><br>Coder, animator, digital artist. | 4. Linking curriculum learning to careers:<br><br>Skills needed to keep safe online. Working in an office-based environment. | 4. Linking curriculum learning to careers:<br><br>Word processing, communication, office-based skills, typographer, magazine layout designer. | 4. Linking curriculum learning to careers:<br><br>Presentation skills, digital design, advertising. | 4. Linking curriculum learning to careers:<br><br>Illustrator<br>Artist<br>Animator<br>Digital design<br>Web designer<br>Magazine layout designer<br>Typographer                                                                                                                                          |

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| Year 9 | <p><b>Topic:</b> Recording and playing sounds (simplified)</p> <p><b>Sheffield SEND Computing SOW- Unit 2B</b></p> <p><b>Suggested Activities:</b><br/>Record a greeting or sound using Voice Memos or Sound Recorder.<br/>Explore sound effects using a soundboard app or website.<br/>Match sounds to images (e.g. animal sounds, instruments).<br/>Create a "favourite sounds" playlist using drag-and-drop.<br/>Record a short message and play it back to a peer.<br/>Use Chrome Music Lab to experiment with pitch and rhythm.</p> | <p><b>Topic:</b> Using Word – Job Information Page (Simplified)</p> <p><b>Suggested Activities:</b><br/>Use a template to create a job profile (e.g. "I want to be a chef").<br/>Insert a picture of the job using a pre-selected image bank.<br/>Type 1–2 facts using a word bank or sentence starters.<br/>Use dictation tools to support writing.<br/>Match job titles to images using a worksheet.<br/>Watch a short video about a job and write one sentence about it.<br/>Create a "dream job" poster using Word or Publisher.<br/>Use a drag-and-drop activity to build a job description.</p> | <p><b>Topic:</b> Online Safety – Play like share (CEOP)</p> <p><b>Suggested Activities:</b><br/>Watch CEOP videos and discuss key messages.<br/>Use sorting cards to identify safe/unsafe online behaviours.<br/>Create a "Stay Safe Online" poster using Word or Publisher.<br/>Role-play how to respond to online problems.<br/>Match online safety symbols to their meanings.<br/>Complete a "What would you do?" scenario worksheet.<br/>Design a digital safety superhero with a mission.<br/>Use a comic strip template to show a safe online choice.<br/>Create a class online safety charter.</p> | <p><b>Topic:</b> PowerPoint – "All About Me" or Careers (Simplified)</p> <p><b>Suggested Activities:</b><br/>Use a 2–3 slide template to present a hobby or job.<br/>Add images and short sentences using a word bank.<br/>Change background colour or font with support.<br/>Insert a photo or clipart from a pre-selected folder.<br/>Use a drag-and-drop activity to build a slide layout.<br/>Watch a peer's presentation and give simple feedback.<br/>Create a title slide with name and favourite colour.<br/>Add a transition or animation to a slide.</p> | <p><b>Topic:</b> Digital Communication – Email (Simplified)</p> <p><b>Suggested Activities:</b><br/>Use a mock email template to write a message.<br/>Identify parts of an email (To, Subject, Message).<br/>Role-play sending and receiving emails using printed cards.<br/>Match email icons to their meanings (e.g. reply, forward).<br/>Write a thank-you email using sentence starters.<br/>Watch a video about email safety and answer questions.<br/>Sort real vs fake emails using a worksheet.<br/>Create a poster about how to write a good email.</p> | <p><b>Topic:</b> Digital Art</p> <p><b>Sheffield SEND Computing SOW- Unit 2A.</b><br/><b>See progression in unit-lead on from last year.</b></p> <p><b>Mouse fine-motor and clicking skill to colour or paint.</b></p> <p><b>Suggested Activities:</b><br/>Use art apps or websites to create digital drawings.<br/>Trace over simple shapes or images using a mouse or touchscreen.<br/>Create a digital "gallery" of student work.<br/>Use a mood board to express feelings through colour and images.<br/>Colour a digital picture using Tux Paint or coloring4all.com.<br/>Create a self-portrait or avatar using a drawing app.</p> |

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|                             | <p>Create a sound story (e.g. "A Day at the Zoo") using recorded clips.<br/>Insert and play sound clips in PowerPoint.<br/>Label parts of a microphone or speaker using a worksheet.<br/>Play "guess the sound" using hidden audio clips.</p> <p><b>Key Questions:</b><br/>What sounds do you like?<br/>Can you record your voice?<br/>How do you play it back?<br/>What is a microphone?</p> <p><b>Key Skills and Knowledge:</b><br/>Use a microphone to record sound with support.<br/>Play, pause, and stop audio clips.<br/>Choose sounds from a list or app.<br/>Understand that sound can be created and edited digitally.</p> | <p>Label parts of a Word document (e.g. toolbar, font, save).<br/>Print and display job profiles in a class gallery.</p> <p><b>Key Questions:</b><br/>What job do you like?<br/>What do they do?<br/>Can you find a picture of that job?<br/>How do you save your work?</p> <p><b>Key Skills and Knowledge:</b><br/>Use a template to structure information.<br/>Insert and format text and images with support.<br/>Use basic Word tools (font, alignment, save).<br/>Begin to understand how to research and present information.</p> | <p>Play an online safety quiz using Kahoot or Blooket.</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>Label parts of the PowerPoint screen using a worksheet.<br/>Present to a peer or small group if confident.</p> <p><b>Key Questions:</b><br/>What do you like doing?<br/>What job would you like?<br/>Can you find a picture of it?<br/>How do you change the slide background?</p> <p><b>Key Skills and Knowledge:</b><br/>Add text and images to a slide using a template.<br/>Use basic formatting tools (font, colour, background).<br/>Present simple information using digital tools.</p> | <p>Use a safe platform (e.g. Google Classroom) to send a message.<br/>Play a phishing email spotting game.</p> <p><b>Key Questions:</b><br/>What is an email?<br/>Who can you send an email to?<br/>What should you write in the subject?<br/>What is a junk or scam email?</p> <p><b>Key Skills and Knowledge:</b><br/>Recognise the structure of an email.<br/>Write a simple message using a template.<br/>Understand safe communication online.<br/>Identify suspicious or unsafe emails.</p> | <p>Make a digital card or poster for a friend or event.<br/>Match digital art tools to their functions using cards.<br/>Use a template to design a logo or badge.<br/>Give feedback on a peer's artwork using sentence starters.</p> <p><b>Key Questions:</b><br/>What is art?<br/>Can you make art on a computer?<br/>What colours do you like?<br/>Can you draw with a mouse or finger?</p> <p><b>Key Skills and Knowledge:</b><br/>Use digital tools to create and colour images.<br/>Choose and apply colours, shapes, and tools.<br/>Save and print digital artwork.<br/>Express preferences and give feedback on digital work.</p> |
| Links to Gatsby Benchmarks: | <p>4. Linking curriculum learning to careers:</p> <p>Sound recording, dictation, music/sound editing, sound effects.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>4. Linking curriculum learning to careers:</p> <p>Word processing, 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>Animator</p> <p>Digital artist</p> <p>Digital illustrator</p> <p>Web designer</p>                                                                                                                                                                                                                                                                                                                                                             | <p>4. Linking curriculum learning to careers:</p> <p>Email for job applications, professional communication, remote working skills.</p>                                                                                                                                                                                                                                                                                                                                                           | <p>4. Linking curriculum learning to careers.</p> <p>Illustrator<br/>Artist<br/>Animator<br/>Digital design<br/>Web designer<br/>Magazine layout designer<br/>Typographer</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

The SEND Scheme of work can be found here:  
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