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

6.2N- Vision **Curriculum** - *ICT/2 Lessons weekly*

Year	2026 – 2027 Autumn 1 Unit 1	2026 – 2027 Autumn 2 Unit 2	2026 – 2027 Spring 1 Unit 3	2026 – 2027 Spring 2 Unit 4	2026 – 2027 Summer 1 Unit 5	2026 – 2027 Summer 2 Unit 6
	Topic: **Computer Systems- What is a computer?** Can earn AQA UAS: 74153, 124150 **Suggested Key Questions:** What is a computer? What inputs do modern computers and/or tablets have? What outputs do modern computers and/or tablets have? How are they used in our daily lives? How are they used in careers/the workplace? How can computers make tasks easier? How can computers help with accessibility? **Key skills and knowledge**	**Topic: Uses of office applications. Publisher or PowerPoint (single page)** **Choice of teacher-re: engagement. Pupils make posters to effectively advertise an event (fictional or school based).** **Suggested Key Questions:** What is an advertisement? What is my intended audience? What is persuasion? What makes a professional looking poster? **Key skills and knowledge** -Adding full backgrounds- either custom or imported photos. -Using imported type faces (such as DaFont.com)	**Topic: Uses of applications.** Can earn AQA UAS: 117438 ICT: Presentation and research. **Planning and building a mockup of a website in PowerPoint with navigations bar and buttons- hyperlinks to other sites or media.** **Use Sheffield SEND Computing SOW Unit- '2EXT: Creative media' for activity ideas.** **Suggested Key Questions:** How do I plan out a project effectively? Use of success criteria. How do I add and manipulate media into an application?	**Topic: Coding.** **Use Sheffield SEND Computing SOW Unit- '4EXT: Computational thinking' for activity ideas.** **Suggested Key Questions:** What is an algorithm? Why does it need to be in sequence? What is debugging? **Key skills and knowledge** Create a simple algorithm - Debug an error in a simple algorithm - Predict the outcome of a simple algorithm - Know that instructions in an algorithm need to be clear and unambiguous - Plan out an algorithm or	**Topic: Coding.** **Simple projects in Makecode to programme a BBC Micro:bit.** Can earn AQA UAS: 105481 Introduction to programming with the BBC microbit- other projects are also on the AQA UAS pages. **Use Sheffield SEND Computing SOW Unit- '4EXT: codebug/microbit' for activity ideas.** **Suggested Key Questions:** What inputs and outputs does a Micro:bit have? What is makecode and how does it work? What is the PRIMM approach? **Key skills and**	**Topic: Uses of email/MS Teams, other professional communication.** Can earn AQA UAS: 97786, 97797, 97788 ICT: Using Email units 1,2,3. **Reading and writing emails (use student Outlook accounts)** **Practice sending to each other.** **Using teams to chat to one another.** **Key Questions:** How is email different to other communications? What different tones can be used? One what hardware and apps can you read and send emails? When is a video meeting more appropriate? **Key skills and knowledge**

	-Name and explain computer input parts/equipment. -Name and explain computer output parts/equipment. -Understand the best way to ergonomically use a keyboard to type efficiently. -Know how/why/when computers are used in the workplace. -To understand ICT skills that will be needed in later life. -Look at how different computer hardware and software can aide accessibility.	-Setting transparence on objects. -Setting centering or in line with other objects. -Appropriate use of standard logos. -Using layers (send to font/back) -Evaluating against a given criterion.	**Key skills and knowledge** -Design and create simple digital content for a purpose/audience, e.g. poster. - Edit digital content to improve it, e.g. resize text. - Identify the features of a good piece of digital content and apply these in own design. - Know where to find copyright-free content, e.g. creative commons images. - Remix and edit a range of existing and their own media to create content. - Consider the audience when designing and creating digital content. - Evaluate their own content against success criteria and make improvements accordingly	program and evaluate its success - Use the language if… then… to describe the relationship between two actions.	**knowledge** - Recognise that we can decompose a problem into smaller steps to make it simpler - Remix and change an existing program - Use repetition to make programs more efficient - Use selection in algorithms and programs, i.e. if… then… - Create simple variables, e.g. to keep score or remove lives in a game.	-Begin to understand rules and language used in emails- based on audience. -To write and check email addresses and subject. -To use outlook or similar to sign into given email account. -To write emails to peers. -To reply to a teacher's email formally. -To join and participate in a video call on MS Teams.
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers. ICT use in jobs and future life. Discussing how effective use of ICT can make careers more accessible to all.	4. Linking curriculum learning to careers. Developing skills in using technology/creative software packages and understanding the pathways these can help to access.	4. Linking curriculum learning to careers. Developing skills in using technology/creative software packages and understanding the pathways these can help to access.	4. Linking curriculum learning to careers. Computer or game coding. Engineering coding. Software construction. Statistical/medical coding careers.	4. Linking curriculum learning to careers. Computer or game coding. Engineering coding. Software construction. Statistical/medical coding careers.	4. Linking curriculum learning to careers. Discussion of different areas/job roles in an office or a remote job. Sending email as job applications.

Link to Sheffield SEND SOW.

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