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

8N - **Navigator 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: Scratch for Beginners/Intermediate. **Lead on from 7N learning- use Sheffield SEND Computing SOW – Unit EXT: Scratch.** **Skill Focus:** Build on Year 7 Scratch basics Introduce sequences, loops, and simple conditionals Begin to evaluate and improve code **Suggested Activities:** 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. **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?	**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** **Skill Focus:** Introduction to physical computing Programming Micro:bit with MakeCode Ethical thinking around AI and robotics **Suggested Activities:** 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 **Suggested Key Questions:** What are your initial feelings about Robots? What is a robot? What are the advantages of using Robots?	**Topic: Online safety.** **Check CEOP or the SEND SOW- Unit 1B for activity ideas.** **Skill Focus:** Understanding digital threats (viruses, spyware) Safe passwords and private information Responsible email and online communication **Suggested Activities:** 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 **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?	**Topic: Game Planning and Design.** **Purple mash software 2diy3d.** **Planning, design, building and evaluation can all be done on Purple Mash.** **Skill Focus:** Game design thinking Planning, building, and evaluating a simple game Understanding audience and purpose **Suggested Activities:** 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. **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:**	**Topic: Plan a festival using PowerPoint** **Skill Focus:** Using Office tools for planning and presentation Layout, design, and navigation Communicating ideas clearly **Suggested Activities:** 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. **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?	**Topic: Animation** **Build up to using FLIPANIM to make a short animation of their own.** **Check Sheffield SEND Computing SOW – Unit 2H for ideas.** **Skill Focus:** Storyboarding and visual storytelling Creating frame-by-frame animation Adding emotion and humour **Suggested Activities:** 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 **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

	Key skills and knowledge: use technology purposefully to create, organise, store, manipulate and retrieve digital content. To discuss and evaluate their work	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 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	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 schools, families & communities.	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.	**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	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.
Links to Gatsby Bench marks:	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