Oak Learning Partnership

Inclusion is at the **heart** of our trust

Long Term/Curriculum Plan

School: Crosshill School

Subject: Computing - KS4 Explore

Curriculum Planning
at Oak Learning Partnership

Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.

- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.

- Each year group/pathway individually broken down with unit overviews.

- Details around prior learning required.

- Clear end points and assessment information.

- Adaptations and key concepts mapped out.

Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.

7 Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

Curriculum Leadership	Katie Phillips – Science and Technology Lead
School Intent	Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: **Inspire, Explore and Discover.** Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will: • **Know themselves** • **Possess functional skills** • **Be independent** • **Be good communicators** • **Be curious learners** • **Be prepared for adulthood** The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.
Subject Intent	At Crosshill School, the ICT curriculum for the Explore Pathway is designed to provide learners with meaningful, engaging, and accessible experiences that build early digital awareness, communication, and confidence. In the Explore pathway, ICT is not just about learning to use devices — it is about making sense of the digital world through structured, supported experiences that develop early functional skills and simple cause-and-effect understanding. Through a carefully adapted curriculum that includes elements of digital play, e-safety awareness, digital communication, and creative exploration, our learners are supported to build upon their confidence, awareness, and early independence, providing a strong foundation for continued growth in computational understanding as they get ready to transition into the digital world around them.

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Key Stage 1/2, National Curriculum Aims	KS1 **Information Technology** **Digital Literacy** • basic programming concepts • confidence with digital tools • early understanding of how computers work • online safety foundations KS2 **Information Technology** **Digital Literacy** • thoughtful users of information technology • able to understand digital systems • increasingly independent and creative	Key Stage 3/4, National Curriculum Aims	KS3 **Information Technology** **Digital Literacy** • understanding of systems architecture • preparation for further specialist study KS4 **Information Technology** **Digital Literacy** • To prepare pupils for higher education, employment and participation in a rapidly changing digital world.

Year 10	Year 11
Topic: Autumn **Safe Working Practices (Unit 5)** *TLM Entry Level Award in IT User Skills (ITQ) (Entry 2) 601/3381/8*	**Topic: Autumn** **Presentation Software (Unit 12)** *TLM Entry Level Award in IT User Skills (ITQ) (Entry 2) 601/3381/8*
Knowledge: By the end of this unit, pupils will know: -About health and safety measures that should be followed when using ICT equipment -About PINs and passwords	**Knowledge:** By the end of this unit, pupils will know: -About the use of presentation applications -How to use tools to format and store files -How to deliver a basic presentation of slides
Skills: -Outline safety checks that need to be made prior to using ICT equipment -State how often breaks should be taken when using a computer -State a reason for taking breaks when using a computer -Demonstrate personal posture needed when using a desk top computer -State where support can be obtained when adjustments are required for own safety and comfort	**Skills:** -Identify what types of information to use in the presentation -Enter information into presentation slides -Format elements of my slide for impact -Select a template and theme for slides -Use basic techniques to edit slides

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-Give examples of where PINs and passwords may be required
-State why PINs and passwords need to be secure
-State how to keep PINs and passwords secure

-Store and retrieve my work
-Check my work to make sure it is ready for delivery
-Deliver a simple presentation

Topic: Spring **Improving Productivity Using IT (Unit 1)** *TLM Entry Level Award in IT User Skills (ITQ) (Entry 2) 601/3381/8* *TLM Entry Level Award in IT User Skills (ITQ) (Entry 3) 501/0257/6*	**Topic: Spring** **Word Processing**
Knowledge: By the end of this unit, pupils will know: -How to plan the use of IT to meet requirements -Use IT systems to complete planned tasks - Review the selection and use of IT systems and software for tasks	**Knowledge:** By the end of this unit, pupils will know: -How to enter and edit text in a word processor -What types of information go into different kinds of documents -How to format text and layout for presentation -How to use tables, templates, and forms -How to save and retrieve files from Google Drive -How to make corrections using editing tools
Skills: -Identify the advantages of using IT for the task. -Plan how to complete the task using appropriate IT systems and software. -Identify any safety and security issues affecting the use of IT for the task	**Skills:** -Type or insert information using a keyboard, touchpad or speech-to-text -Change font, size, alignment, and paragraph spacing -Insert tables and fill in simple forms -Combine text and images in one document -Use bold, underline, and bullet points appropriately -Save, open and rename files in Google Drive -Edit and improve a document based on feedback

Topic: **Summer**	Topic: **Summer**
Online Basics (Unit 3) *TLM Entry Level Award in IT User Skills (ITQ) (Entry 2) 601/3381/8*	**My School Journey – Personal Video or Presentation**
Knowledge: **By the end of this unit, pupils will know:** -How to use an online IT system to meet specified needs -How to search for and use internet-based information -How to use email software tools and techniques to compose and send messages	**Knowledge:** **By the end of this unit, pupils will know:** -What a presentation or video is and how it can share personal memories -How to sequence content into a beginning, middle, and end -How to add pictures, captions, and sound to digital slides or clips -That digital content can be shared with others (staff, peers, family) -How to use Google Slides or Clipchamp at a basic level -That their experiences, preferences, and achievements matter
Skills: -Start an online IT system or application. -Close down an online IT system or application when finished. -Work safely and responsibly online -Use browser software to find required information. -Select information from the internet for a purpose. -Use information from the internet for a purpose. -Use software tools to: a) compose email messages; b) format email messages; c) attach files to email messages; d) send e-mail messages. -Read and respond to email messages. -Respond appropriately to common email problems.	**Skills:** -Choose images or videos that reflect their time at school -Type simple captions or record their voice using a microphone -Drag and drop images, change background colours, and insert basic transitions -Follow a simple plan to structure their work -Preview, edit, and save their work with adult prompting -Present their finished project to a group, with support if needed -Reflect on their work through discussion or a short review sheet