Oak Learning Partnership

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

Long Term/Curriculum Plan

School: Crosshill School

Subject: Computing - Inspire

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 Inspire Pathway is designed to empower students with the digital skills, confidence, and independence they need to thrive in an increasingly technological world. Our curriculum is carefully crafted to meet their individual needs while preparing them for adulthood, employment, and lifelong learning. ICT in the Inspire pathway is not just about using technology — it is about understanding, applying, and creating with it. We believe all students should leave school able to navigate digital environments safely, use technology functionally, and express themselves confidently through digital media. Through a rich, balanced curriculum that includes digital literacy, e-safety, computational thinking, and creative ICT, learners are encouraged to be capable, safe, and independent digital citizens, ready to participate fully in the digital world around them.

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** • capable of purposeful coding • 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** • formal computer science knowledge • real problem-solving through coding • 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.

Autumn Term				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Topic: All About Computers	**Topic: Digital Media**	**Topic: Spreadsheets**	**Topic: Word Processing (Unit 7)** ***TLM Level 1 Award ICT User Skills 501/1428/1***	**Topic: Video Editing (Unit 17** ***TLM Level 1 Award ICT User Skills 501/1428/1***
Knowledge: **By the end of this unit, pupils will know:** **-There are different types of computers (desktop, laptop, tablet, phone)** **-Computers have physical parts (hardware) and programs (software)** **-Some computer parts help us give information to the computer (input), and others help the computer give information to us (output)** **-Computers follow a system: input → process → output**	**Knowledge:** **By the end of this unit, pupils will know:** **-That digital products (e.g. logos, flyers, adverts) are designed for specific audiences (e.g. children, adults, sports fans) and purposes (e.g. to inform, to sell, to advertise, to entertain)** **-That design involves planning, choosing, and editing** **-That different types of digital products have key features (e.g. a logo is simple and**	**Knowledge:** **By the end of this unit, pupils will know:** **-A spreadsheet is a digital tool used to organise, calculate and present information (often in rows and columns)** **-Spreadsheets are useful for budgeting, tracking information, doing calculations and analysing data** **-The software used to create spreadsheets on Chromebooks is Google Sheets** **-A cell is the box where a column and row meet (e.g. A1)**	**Knowledge:** **By the end of this unit, pupils will know:** **-How to enter, edit and combine text and other information accurately within word processing documents** **-The structure of information within word processing documents** **- How to use word processing software tools to format and present documents**	**Knowledge:** **By the end of this unit, pupils will know:** **-How to use video hardware and software to capture sequences** **-How to use video software tools to combine and edit sequences** **-How to play and present video sequences**

-Computers have special parts (CPU, RAM, ROM, hard drive) that help them run and remember things -Computers follow algorithms - step-by-step instructions -We can write algorithms to tell a computer what to do -Computers store information in a special way (binary code) -Binary uses 1s and 0s to send messages -Pixels make up images on a screen, and each pixel has a colour -Computers can follow our instructions to complete simple tasks -Computers must be used safely and respectfully	bold, a flyer includes key info, a video needs images and sound) -That Canva is an online design tool used to create digital media -The names and functions of Canva tools such as: Text (add, edit, change font, colour, size) Images (upload, search, drag-and-drop) Elements (shapes, icons, graphics) Templates (pre-made layouts) Download/Export (to save or share work) -That reviewing and improving their work is a normal part of the design process	-A cell reference tells you the exact location of a cell in the spreadsheet using the column letter and row number -You can use cell references in formulas to do calculations (e.g. =A1+B1) -A formula is a set of instructions to perform a calculation -A function is a built-in formula that does something automatically -Functions have specific names and purposes: SUM adds numbers, AVERAGE finds the average, MAX finds the biggest number, MIN finds the smallest number -Data is information entered into the spreadsheet e.g numbers, words (text), or dates -You can format cells to change how data looks: Currency, decimal places (e.g., 1.00 or 1.5), bold, colour, text size -Formatting helps make information easier to read and understand		
Skills: -Name and identify common devices and their uses -Match input and output devices to real-life examples -Explore and label parts of a computer system -Sort hardware and software examples -Act out or draw simple algorithms -Write or build simple instructions (e.g. drag-and-drop, cards) -Explore binary visually using colours or dots -Make a pixel image using a grid or an online generator -Recognise how computers store and remember information -Complete supported digital tasks using Chromebooks	**Skills:** -Use Canva to create digital media -Choose layouts, images, and colours with a clear audience and purpose in mind -Use Canva tools to add and edit text, drag elements, and apply design templates -Complete a simple planning sheet before designing each product -Reflect on what worked well and what could be improved -Use peer or adult feedback to improve one or more pieces of work -Create a mini portfolio of digital products by the end of the term	**Skills:** -Identify and use cell references confidently -Create a basic spreadsheet using Google Sheets -Write and apply simple formulas (+, –, ×, ÷) -Use basic functions to calculate totals and averages -Format cells for clarity -Sort and filter data for different purposes -Choose appropriate spreadsheet tools to solve simple problems -Build and explain a simple budget using spreadsheet techniques -Reflect on their learning and describe how spreadsheets help in real life	**Skills:** -Identify what types of information are needed in documents -Identify what templates are available and when to use them -Use a keyboard or other input method to enter or insert text and other information -Combine information of different types or from different sources into a document -Enter information into existing tables, forms and templates -Use editing tools to amend document content -Store and retrieve document files effectively -Create and modify tables to organise tabular or numeric information -Select and apply heading styles to text	**Skills:** -Identify the input device and associated software to use -Use input devices and built-in video software to record information -Identify the file format used by the input device -Store and retrieve sequences using pre-set file formats -Identify the video editing software to use for the file format -Cut and paste short sequences -Combine information of different forms or from different sources, in line with any copyright constraints -Identify copyright constraints on using others' information -Identify appropriate playback software to use for the sequence

-Practise safe use of Chromebooks			-Identify what formatting to use to enhance presentation of the document -Select and use appropriate techniques to format characters and paragraphs -Select and use appropriate page layout to present and print documents	-Identify the display device to use for the sequence -Select and use appropriate combination of software and display device to playback video sequences -Adjust playback and display settings so that sequences are presented clearly
Topic: Staying Safe Online	**Topic: Programming**	**Topic: Patterns and Logic**	**Topic: PowerPoints (Unit 10)**	**Topic: Researching and Presenting**
Knowledge: By the end of this unit, pupils will know: -What a password is, when it's needed, and how to create a strong one -What an avatar is and why people use them instead of real photos -That some things online might feel wrong or unsafe, and it's okay to tell someone -That photos, videos, and comments can be seen by others online -That sharing without asking can have serious consequences -Who they can go to for help and support -That people online might try to trick or pressure others -That it's important to say no and tell an adult if something feels wrong -That technology can be used in positive and fun ways -That online actions leave a digital footprint -That they should protect personal information and devices -That they can keep improving how they stay safe online	**Knowledge:** By the end of this unit, pupils will know: -An instruction is a step that tells someone (or a computer) what to do -A group of instructions written in order is called an algorithm which must be clear and sequenced correctly to work properly -Computers follow instructions exactly – they don't make guesses -Scratch is a block-based programming tool used to create interactive stories, games, and animations -A sprite is a character or object that can be programmed -A script is a group of code blocks attached to a sprite -Events (like pressing a key) and actions (like moving or changing costumes) create interactivity -A loop repeats a set of actions -Conditions like "if… then…" allow for choices in the program -Decomposing means breaking a task or code into smaller, manageable parts -A game needs a clear goal (e.g. collect an object, reach the end) -A game is made up of sprites, backgrounds, and interactions	**Knowledge:** By the end of this unit, pupils will know: -What a pattern is and how patterns help solve problems -That rules can be created from patterns and applied to new situations -That sorting can be used to organise data and information (bubble sort, bucket sort) -That similarities help us categorise objects or data -How to use logical reasoning to predict a program's behaviour and fix (debug) errors in logic -That algorithms are step-by-step solutions to problems -How to use blocks-based programming (e.g. Scratch) to create simple logic-based mini-games	**Knowledge:** By the end of this unit, pupils will know: -how to input and combine text and other information within presentation slides -how to use presentation software tools to structure, edit and format slides -how to prepare slides for presentation	**Knowledge:** By the end of this unit, pupils will know: -How to identify a topic of personal interest and define key questions for research -What makes a source trustworthy -How to research safely online, following school e-safety rules and avoiding unsafe sites -How to take effective notes from online and offline sources using their own words -How to organise research findings, grouping ideas by topic or theme -What digital tools are available and how to choose the most appropriate one -How to add visual elements to make a presentation more engaging -What makes an effective presentation, including structure, speaking clearly, and using prompts -How to use support tools like spellcheck, voice typing, or AI suggestions while keeping ownership of their ideas

Skills:	Skills:	Skills:	Skills:	Skills:
-Practise creating passwords using picture or word games -Choose or create avatars and explain why they are used -Role-play or discuss “uh-oh” moments online and what to do -Sort online content into safe/unsafe or appropriate/inappropriate -Identify trusted adults or helpers in a safety plan -Use comic strips or short animations to show what to do in online pressure situations -Create posters or slides showing ways technology can be used positively -Reflect on their own online actions and how they can keep safer in future	-Follow and improve sets of instructions -Write and explain simple algorithms -Design and build a basic game in Scratch -Program a sprite to move, respond, and complete a task -Decompose code into smaller parts -Use feedback to make improvements -Create a digital game cover or advert -Reflect on and present their work	-Spot and describe patterns in data or behaviour -Write and apply rules derived from patterns -Use sorting techniques (e.g., bubble/bucket sorts) to group or organise information -Use logical thinking to solve a puzzle or predict an outcome -Use Scratch to create a basic program or game using: Repeated patterns If/then logic Variables (optional) -Evaluate how logic is used in games and puzzles -Reflect on how their thinking improved problem solving	-Identify what types of information are required for the presentation -Select and use different slide layouts as appropriate -Enter information into presentation slides so that it is ready for editing and formatting -Identify any constraints which may affect the presentation -Combine information of different forms or from different sources for presentations -Store and retrieve presentation files effectively -Identify what slide structure to use -Select and use appropriate techniques to edit and format slides -Identify how to present slides to meet needs and communicate effectively	-Use search engines and websites safely -Evaluate the reliability of online information -Take and organise research notes -Extract and summarise key facts -Use Word, PowerPoint, Canva, or video editing software -Insert and format text, headings, and visual elements -Save and manage files -Ask and answer research questions -Compare and contrast information sources -Decide what is important or relevant to include -Recognise bias, misinformation, or fake news -Present ideas in a logical, organised way
Topic: Editing Videos	**Topic: Creative Computing**	**Topic: Animations**	**Topic: Emails (Unit 13)**	**Topic: My School Journey – Personal Video or Presentation**
Knowledge: By the end of this unit, pupils will know: -What WeVideo is and what it can be used for -The names and uses of basic tools in WeVideo (e.g. play, trim, add sound, drag clips) -That videos need to be planned using storyboards and design choices -That video can be edited in different ways to improve or change it -That they can use feedback to make their work better -That creative projects need planning, trying, reviewing, and improving -How to complete a basic video project from start to finish	**Knowledge:** By the end of this unit, pupils will know: -What online grooming is and why it is dangerous -Warning signs that someone online may be trying to manipulate or groom them -What identity theft is and how it happens -The consequences of sharing personal information (e.g. name, school, photos, location) -How to stay safe online using rules, tools, and reporting strategies -The importance of talking to a trusted adult if something online feels wrong -A comic strip is a series of panels that tells a story through images, text, and dialogue -Comic strips can be used to teach messages like e-safety tips	**Knowledge:** By the end of this unit, pupils will know: -What animation is and where it’s used (e.g. films, adverts, websites) -That animation is created by showing a rapid sequence of images (frames) -What onion skinning is and why it’s useful in animation -How different animation techniques work (flipbooks, digital frame-by-frame, stop motion) -How to control timing and movement in a sequence -How to animate simple character interactions -How to create a stop motion animation using still images -The pros and cons of different animation tools and methods	**Knowledge:** By the end of this unit, pupils will know: -how to use e-mail software tools and techniques to compose and send messages -how to manage incoming email effectively	**Knowledge:** By the end of this unit, pupils will know: -How to select and organise content relevant to their school experience -Basic principles of good presentation or video structure (beginning, middle, end) -How to use text, images, and audio/video together effectively -How to use digital tools to edit and arrange content (slides, video clips) -How to save, export, and share their final project -Why it’s important to reflect honestly and respectfully on their school journey

	-Pixton allows you to design characters, settings, and speech for comics -Stories are improved through peer feedback and editing	-How to evaluate an animation and suggest improvements -How to explain their creative and technical choices using ICT vocabulary		
Skills: -Explore and name key tools in WeVideo -Use a camera or device to record short video clips -Sequence and combine clips using WeVideo -Add effects, titles, or sound -Plan video ideas using storyboards (drawn or with symbols) -Talk about what they liked and what could be improved -Use basic editing tools to refine their work -Share and evaluate their final project with peers or staff	**Skills:** -Identify, explain, and respond to online safety risks (grooming, identity theft) -Use strategies to protect personal data online -Explore and use Pixton comic creation tools -Plan a story with a clear e-safety message -Use panels, dialogue, expressions, and actions to tell a story -Edit and improve comic strip using peer and teacher feedback -Present and explain their final comic to an audience	**Skills:** -Explore and use digital tools to create animations (Brush Ninja, Slides) -Use onion skinning to guide movement frame by frame -Sequence frames to show motion or changes -Take and import photos for stop motion animation -Create a short animation showing interaction between characters -Control the timing of elements (e.g. entrance and exit of characters) -Review and improve animations using peer or self-feedback -Compare animation tools in terms of features, usability and purpose -Present their final animation project and explain their process	**Skills:** -Use software tools to compose and format e-mail messages -Attach files to e-mail messages -Send e-mail messages -Identify how to stay safe and respect others when using e-mail -Use an address book to store and retrieve contact information -Follow guidelines and procedures for using e-mail -Identify when and how to respond to email messages -Read and respond to e-mail messages appropriately -Identify what messages to delete and when to do so -Organise and store e-mail messages -Respond appropriately to common e-mail problems	**Skills:** -Collect digital and physical resources (photos, scanned work, audio clips) -Plan their presentation/video with a simple storyboard or outline -Create and format slides or edit video sequences (text, images, transitions) -Add voiceover or captions to enhance meaning -Manage files and save work in appropriate formats -Present or share their completed work confidently to peers or staff -Reflect on the process and content of their work