

Westhaven School Curriculum Map for Computing



Valued – Inspired – Prepared



Westhaven School is a unique learning environment with high expectations for learners who experience complex barriers to learning for a range of reasons. We promote a calm environment which enables everyone to learn. The golden thread that permeates our curriculum and our conduct through every school day are the core values which shape our learners to be:

- safely independent
- confident communicators
- respectful citizens
- resilient learners
- inquisitive thinkers

The Westhaven Way is our ethos and it underpins our daily approach to behaviour and learning. At Westhaven, English is the heart of our curriculum. We are committed to raising the standards in phonics and early reading of our learners through every curriculum subject. At Westhaven, we follow the approach to phonics teaching as outlined in the DfE validated programme UNLOCKING LETTERS AND SOUNDS.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS2 CYCLE A (C&G)	Basic Skills	Making Art		Touch Typing		Creating Text
Powerful Knowledge	Sign AUP - To recognise and use basic computer skills such as turning on a device, logging in, and	Analog To explore how simple art can be created using basic shapes, lines, colours and mark-making in	Digital - To understand that art can be created using both physical materials and simple digital tools. - To use basic digital	To develop familiarity with a keyboard by recognising key positions and understanding where letters and numbers are located.	To improve accuracy and confidence when typing using correct finger placement on a keyboard.	To understand that text (words, symbols, or supported communication) can be used to share ideas and

		using a mouse or touchscreen. 3. To develop early understanding of following instructions step-by-step using practical, real-world and classroom activities. 4. To recognise basic concepts of using technology safely and appropriately (e.g. taking turns, handling devices carefully, asking for help).	practical contexts. 2. To follow simple step-by-step instructions to create and copy basic pictures or patterns. 3. To develop confidence in expressing ideas creatively using art materials and simple tools.	tools (with support) to create and edit simple images using shapes, colours and lines. 3. To compare and talk about differences between making art by hand and making art digitally.	2. To practise using correct hand positioning and finger placement on a keyboard with support. 3. To build confidence in typing simple letters, words and short phrases accurately using guided practice.	2. To build speed gradually when typing simple words and short sentences. 3. To practise typing with increasing independence using structured and familiar activities.	messages. 2. To create simple messages using a range of supports such as word banks, symbols, templates or assistive tools. 3. To develop confidence in choosing and arranging words, symbols, or pictures to communicate meaning with support.
Online Safety Focus		To follow the rules of the school's Acceptable Use Policy to ensure technology is used safely by everyone.	To understand the importance of logging off and keeping our login details private from others.	To recognize that digital images we create should only be shared with people we know and trust.	To learn the importance of taking regular breaks and sitting correctly to stay healthy while using computers.	To understand that the messages we type should always be kind, helpful, and respectful to our peers.	To practice asking a trusted adult for help whenever something on the screen makes us feel unsure.
Skills	Revisited	AUP (unless first cycle for learner).		Building on basic art concepts and instructions from Term 2.	Touch Typing revisited every year in KS2	Continuous practice of Touch Typing skills from Term 4.	Typing skills from Terms 4 and 5.
	New learning	Device basics (logging in, touchscreens) and following classroom step-by-step instructions.	Creating art using physical shapes, lines, and textures.	Using digital tools to create and edit images.	Correct hand positioning and typing short phrases.		Arranging words, templates, and word banks to communicate a message.
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS2 CYCLE B (C&G)		Basic Skills	Stop Motion		Touch Typing		Technology As A Useful Tool

Powerful Knowledge		1. Sign AUP - To develop readiness for learning by practising attention, listening and following simple one-step instructions. - To build early interaction skills such as taking turns, responding to prompts and engaging with adult support. - To develop confidence in handling everyday classroom routines and materials safely and appropriately.	Analog - To understand that animation is created by showing a series of images or objects that change slightly each time. - To take part in creating a simple stop motion sequence using physical objects and guided step-by-step support. - To observe and talk about how movement is created by joining together a sequence of still images.	Digital - To understand that stop motion animation is created by taking a series of photos of objects that change slightly each time. - To use simple digital tools (with support) to capture and arrange images into a basic animation sequence. - To observe and describe how movement is created when still images are played together quickly.	- To develop familiarity with a keyboard by recognising key positions and understanding where letters and numbers are located. - To practise using correct hand positioning and finger placement on a keyboard with support. - To build confidence in typing simple letters, words and short phrases accurately using guided practice.	- To improve accuracy and confidence when typing using correct finger placement on a keyboard. - To build speed gradually when typing simple words and short sentences. - To practise typing with increasing independence using structured and familiar activities.	- To understand that technology can help people complete everyday tasks and solve simple problems. - To explore different examples of technology in real life and how they are used to support communication, learning and daily routines. - To recognise that technology should be used safely and appropriately with support and guidance.
Online Safety Focus		To commit to using technology safely by signing and following the school's digital safety rules.	To learn how to treat technology with care and follow simple classroom safety instructions.	To understand the importance of asking for permission before including others in our digital animations.	To practice focusing on our own work and respecting the digital personal space of others in the classroom.	To demonstrate safe decision-making when using everyday classroom technology and materials.	To recognize that technology is a helpful tool that should only be used under the supervision of a trusted adult.
Skills	Revisited	AUP rules.	Instruction-following skills from Term 1.	Sequential animation concepts from Term 2.	Keyboard familiarity (revisited every year in KS2).	Continuous practice of Touch Typing skills from Term 4.	Everyday routines and device care from Term 1.
	New learning	Attention, listening, and following one-step instructions.	Creating a physical sequence of slightly changed objects to observe movement.	Capturing and arranging digital photos into an animation sequence.	Correct hand placement and guided practice.		Identifying how different real-life technologies support daily routines.
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

KS2 CYCLE C (C&G)		Online Gaming	Making Videos		Touch Typing		Lego Spike Programming
Powerful Knowledge		1. Sign AUP 2. To understand that online games allow people to play and interact with others using digital devices. 3. To recognise simple rules for playing games safely and appropriately, such as taking turns and being respectful. 4. To develop awareness that online gaming should be used with support and limits to keep safe and balanced.	Analog 1. To understand that videos are made by showing a sequence of images or actions in order. 2. To take part in planning and acting out simple stories or events to be recorded as a sequence. 3. To observe and talk about how ideas and actions can be shared through recorded movement and sound.	Digital 1. To understand that videos are created by recording moving images and sound using digital devices. 2. To take part in creating a simple video by recording, watching and re-recording short clips with support. 3. To observe and talk about how videos can be used to share stories, ideas, or information.	1. To develop familiarity with a keyboard by recognising key positions and understanding where letters and numbers are located. 2. To practise using correct hand positioning and finger placement on a keyboard with support. 3. To build confidence in typing simple letters, words and short phrases accurately using guided practice.	1. To improve accuracy and confidence when typing using correct finger placement on a keyboard. 2. To build speed gradually when typing simple words and short sentences. 3. To practise typing with increasing independence using structured and familiar activities.	1. To understand that simple instructions can be used to make a model move or respond using a programmable device. 2. To follow step-by-step instructions to build and control simple LEGO models with support. 3. To explore cause and effect by seeing how different inputs change what a model does.
Online Safety Focus		To understand that the AUP is a promise to keep ourselves and our friends safe while online.	To learn simple rules for safe gaming, such as never sharing our real names or locations with others.	To understand that we must never record or share videos of other people without their consent.	To keep our personal information private while practicing keyboard skills and entering text.	To understand how our digital actions can have positive or negative consequences for others online.	To follow step-by-step instructions carefully to ensure we use programmable equipment safely and correctly.
Skills	Revisited	AUP (unless first cycle for learner).	Online safety and gaming behavior from Term 1.	Story concepts from Term 2 and safety rules from Term 1.	Keyboard familiarity (revisited every year in KS2).	Continuous practice of Touch Typing skills from Term 4.	Action sequences built upon concepts from Terms 2 and 3.
	New learning	Rules for safe interaction and balancing time limits in digital games.	Planning and acting out a physical story sequence.	Recording, viewing, and re-recording video clips with sound.	Correct finger placement on a keyboard.		Coding – using step-by-step programmable commands to make a model move.
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

KS2 CYCLE D (C&G)		App Safety	Browsing the Internet – Researching	Touch Typing	Exploring Google Docs		All About Me Google Docs Project
Powerful Knowledge		1. Sign AUP - To understand that apps should be used with support and that some apps are safer than others. - To recognise simple rules for staying safe when using apps, such as asking an adult before using or downloading anything. - To develop awareness that personal information should not be shared on apps without permission and guidance.	- To understand that the internet can be used to find information about topics of interest. - To follow simple, guided steps to access and look at safe, appropriate online content with support. - To develop awareness that not all information online is true or suitable and should be checked with an adult.	- To develop familiarity with the keyboard and understand correct finger placement for typing. - To build accuracy and gradually improve speed when typing words and simple sentences. - To develop confidence and independence when using typing skills in structured activities.	Analog - To understand that documents are used to share information in an organised way. - To take part in creating simple written or symbol-based documents using templates, word cards, or structured layouts. - To develop confidence in arranging ideas, pictures, or symbols to communicate meaning clearly with support.	Digital - To understand that digital documents can be used to create, store and share information. - To use basic features of a word processor (with support) such as typing, inserting images or selecting symbols. - To develop confidence in editing and improving simple documents to communicate ideas more clearly.	- To understand when it is okay to share personal information. - To use supported tools in a word processor to create a simple “All About Me” page using text, images or symbols. - To develop confidence in making choices and organising information about themselves with guidance.
Online Safety Focus		To understand why we must always ask an adult before using or downloading any new app.	To learn that not all information found on the internet is true and to check facts with a teacher.	To develop healthy typing habits, including screen breaks, to protect our physical wellbeing.	To understand that our digital documents are private unless we choose to share them with a teacher.	To use kind and helpful words when adding comments or text to shared digital documents.	To identify which personal facts are safe to include in a digital project and which should stay private.
Skills	Revisited	AUP (unless first cycle for learner).	Permission and safety check rules from Term 1.	Keyboard familiarity (revisited every year in KS2).	Application safety constraints from Term 1.	App safety rules from Term 1 and document structure from Term 4.	Privacy rules from Term 1 and word processing formatting from Terms 4 and 5.
	New learning	Rules for safely choosing, asking for permission, and using mobile applications.	Navigating safe online content and verifying data with an adult.	Developing accuracy and healthy computer habits (posture, screen breaks).	Structuring written concepts and template layouts on paper.	Using software features to type, insert pictures, and edit digital files.	

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS3 Cycle A		Collaborating Online – Respectfully	Cybersecurity	Physical Computing	Developing For the Web (Google Sites)	App Design and User Experience	Using Media – Gaining Support For a Cause
Powerful Knowledge		SIGN AUP - To communicate respectfully online using appropriate language and tone - To collaborate effectively using shared digital tools and agreed roles - To understand that online actions have real-world consequences for safety and relationships	- Future Skills Questionnaire (Careers) - To understand how to protect personal information and accounts by using strong, private passwords and knowing what should not be shared online. - To recognise common online risks such as scams, phishing, fake links, and unsafe downloads, and understand that not everything online is trustworthy. - To make safe choices online by thinking before clicking or replying, keeping devices secure, and seeking help from a trusted adult when needed.	- To understand how physical computing systems use inputs, processes and outputs to respond to the real world. - To design and test simple programs that control physical devices such as sensors, lights or motors. (Lego Spike) - To evaluate how effective a physical computing solution is in solving a real-world problem.	- To understand how websites are structured and how HTML and CSS are used to create and style web pages. - To use basic web development skills to design and build simple, functional web pages with text, images, and links. - To test and evaluate web pages to ensure they are clear, usable, and meet a specific purpose or audience.	- To understand how mobile apps are designed to meet the needs of different users and solve real-world problems. - To design and plan a simple mobile app interface, including features, layout, and navigation. - To evaluate app ideas by considering how easy they are to use, how effective they are, and whether they meet user needs.	- To understand how digital media can be used to promote a cause and influence others' opinions or actions. - To create simple media content (e.g. posters, videos, or social posts) that communicates a clear message for a chosen cause. - To evaluate how effective media is at engaging an audience and encouraging support for a cause.
Online Safety Focus		To understand that online actions have real-world consequences for safety and relationships.	To recognise common online risks such as scams, phishing, fake links, and unsafe downloads.	To design and test simple programs (ensuring safety by controlling physical devices like sensors and motors correctly).	To test and evaluate web pages to ensure they are clear, usable, and meet a specific purpose for an audience safely.	To evaluate app ideas by considering how easy they are to use, which includes ensuring a safe and accessible user experience.	To create simple media content that communicates a clear message while maintaining appropriate digital conduct. AI to manipulate truth.

Skills	Revisited	AUP Safe digital communication principles from KS2 Cycle B (Terms 2–3) and KS2 Cycle C (Terms 2–3, 6).	Safe digital communication principles from KS2 Cycle B (Terms 2–3) and KS2 Cycle C (Terms 2–3, 6).	Safe interaction rules from Term 1.	Sequential instruction following from KS2 Cycle B (Term 6) and KS2 Cycle C (Term 6).	Fact checking and formatting basics from KS2 Cycle A (Term 6) and KS3 Cycle A (Terms 1–2).	Media layouts from KS2 Cycle D (Term 1) and project skills from KS3 Cycle A (Terms 1–4).
	New learning	Team communication strategies and positive digital workspace behavior.	Password security algorithms, identifying scams, phishing tricks, and malicious buttons.	Real-world automated control networks utilizing inputs, programming commands, and sensors.	Page structuring, high-contrast digital styles, layout safety protocols, and formatting hyperlinks.	Planning specialized user interfaces (UI), navigation layouts, and designing large accessibility features.	Analyzing deepfakes and creating public-interest messaging safely.
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS3 Cycle B		Data Science	Modelling Data – Spreadsheets	Media – Animations		Media – Vector Graphics	Representations
Powerful Knowledge		SIGN AUP - To understand what data is and how it can be collected, organised and used to answer questions or solve problems. - To use simple data handling skills to represent and interpret data using tables, charts, and basic statistics. - To identify patterns and trends in data and use them to make simple conclusions or predictions.	- Future Skills Questionnaire (Careers) - To understand how data can be organised, stored, and analysed using spreadsheets to represent real-world information. - To use basic spreadsheet functions and formulas to calculate, compare and model data accurately. - To interpret spreadsheet data to identify patterns, trends, and make simple predictions or decisions.	- To understand how animation works by using sequences of frames and timing to create movement and storytelling. - To use Scratch to design and create simple animations using sprites, costumes, motion and sound. - To evaluate and improve animations by checking how clearly they communicate a story or idea to an audience.		- To understand how vector graphics are made from shapes, lines, and points to create clear, scalable images. - To use vector graphics software to design and edit simple images using tools such as shapes, colours and layers. - To evaluate and improve vector graphics by considering clarity, purpose and suitability for a target audience.	- To understand how information is represented in computers using binary and other digital formats such as text, images and sound. - To use simple models to explore how different types of data are converted into binary representation. - To interpret how data representation affects accuracy, storage and how information is used in digital systems.

Online Safety Focus		To understand what data is and how it can be collected, ensuring an awareness of how personal information is gathered by others.	To understand how data can be organised, stored, and analysed, emphasizing the importance of keeping stored data secure.	To evaluate and improve animations by checking how clearly they communicate a story or idea safely to an audience. The role of AI	To use Scratch to design and create simple animations while following the school's Acceptable Use Policy (AUP). The role of AI	To evaluate and improve vector graphics by considering suitability for a target audience, ensuring content is safe and appropriate. The role of AI	To understand what is meant by encryption.
Skills	Revisited	AUP	Privacy protocols from Term 1.	Timeline and asset sequencing concepts from KS2 Cycle B (Terms 2–3).	Timeline sequences from KS2 Cycle B (Terms 2–3) and workspace features from KS3 Cycle B (Term 3).	Basic visual art composition from KS2 Cycle A (Terms 2–3).	
	New learning	Gathering, grouping, and structuring factual observations into organized charts to answer questions.	Managing secure cells, column equations, and calculating ranges using the =SUM function.	Code block building inside the Scratch layout utilizing frame-by-frame asset animation and localized triggers.	Tracing script steps line-by-line to execute syntax corrections based on classmate testing.	Constructing crisp digital art using scalable line geometry, vector points, and software layers.	Binary — processing base-2 math strings (\$1\$s and \$0\$s), understanding file compression sizes, and data password encryption rules.
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS3 Cycle C		Computing Systems	Networks From Semaphores to the Internet	Working with Lists of Data	Programming Essentials Part 1	Programming Essentials Part 2	Programming Essentials Part 3
Powerful Knowledge		SIGN AUP - To understand the key components of a computer system, including hardware and software, and how they work together. - To identify how input, process, storage and output work within a range of computing systems. - To explain how	- Future Skills Questionnaire (Careers) - To understand how networks have developed over time, from early communication systems like semaphores to modern digital networks and the internet. - To identify how devices connect and communicate in a network using packets, addresses and simple network	- To understand how information can be organised into lists to make it easier to use and manage. - To add, remove and change items in a list of data. - To use lists to solve simple problems and answer questions about data.	- To understand what programming is and how computers follow step-by-step instructions (algorithms) to complete tasks. - To use basic programming concepts such as sequencing and simple inputs/outputs to create short programs. - To test and fix simple programs by identifying and correcting obvious errors.	- To understand how selection (if statements) allows programs to make decisions based on conditions. - To use variables and simple conditional logic to create more interactive programs. - To test, debug and improve programs that include decision-making and changing outcomes.	- To understand how Boolean logic (true/false) is used in programming to make decisions and control program flow. - To use Boolean expressions with conditions (e.g. AND, OR, NOT) to create more complex decision-making in programs. - To test and debug programs that use Boolean

		different computer systems are designed for different purposes and users.	structures. 4. To explain how the internet works as a global network and how information is sent, received and shared.				logic to ensure they behave correctly in different situations.
Online Safety Focus		To explain what is meant by "cyberbullying".	To understand the risks and dangers associated with the sending of nude imagery.	To understand what is meant by exploitation	To understand the potential signs of exploitation.	To know who to go to for support if you or somebody you know is being exploited.	To identify ways in which we can avoid being exploited.
Skills	Revisited	AUP KS2 Cycle A and B – Term 1 KS2 Cycle B – Term 6	System workflows from KS2 Cycles A and B (Term 1) and computer jobs from KS2 Cycle B (Term 6).	Component grouping rules from Term 1.		Core programming instructions from Term 3.	Branching structures and logic loops from Terms 3 and 4.
	New learning	Grouping core system operations into distinct external hardware components vs. internal software applications.	Global internet history, network wiring infrastructures, and tracking data travel via split data packets.	Managing database structures, data optimization workflows, and sorting alphabetical data tables.	Building basic console algorithms, using text input boxes, and reading sequential software commands.	Conditional "IF" branching paths, validation logic variables, and quiz scripts.	Boolean Logic — managing multiple logic tests simultaneously utilizing strict "AND", "OR", and "NOT" operational blocks.

FS Level 1 award or certificate WJEC		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS4 Cycle A		Improving Productivity Using IT (6380/L1) – 3 Credits		Internet Safety for IT users (6400/L1) – 3 Credits		Video Software (6397/L1) – 2 Credits (Year 11 Enterprise Project linked to video)	
Powerful Knowledge		1. SIGN AUP LO1: Plan the use of appropriate IT systems and software to meet requirements.	Future Skills Questionnaire (Careers) LO2 Use IT systems and software efficiently to complete planned tasks. LO3 Review the selection and use of IT tools to make sure that work activities are successful.	LO1 Understand the risks that can exist when using the Internet. LO2 Know how to safeguard self and others when working online.	LO3 Take precautions to maintain data security. LO4 Follow legal constraints, guidelines and procedures which apply when working online.	LO1 Use video hardware and software to capture sequences. LO2 Use video software tools to combine and edit sequences.	LO2 Use video software tools to combine and edit sequences. LO3 Play and present video sequences.
Skills	Revisited	AUP Combination of all learning	Combination of all learning KS3 Cycle A – Term 1	KS2 Cycle D – Term 2 KS3 Cycle A	KS2 Cycle D – Term 2 KS3 Cycle A KS4 Cycle A – Term 3	KS2 Cycle B and C – Terms 2–3 KS3 Cycle B – Terms 3–4	KS2 Cycle B and C – Terms 2–3 KS3 Cycle B – Terms 3–4 KS4 Cycle A – Term 5
	New learning	Planning and choosing specialized business tools for workplace requirements	Reviewing, altering, and validating the performance of selected workplace apps.	System threats, malware behavior, and mitigating personal cyber liabilities	Legal digital constraints, global internet guidelines, and corporate information safety laws.	Combining physical cameras and video hardware capture rigs with editing applications	Publishing, presenting, and exporting optimized video timelines for real-world enterprise projects.

FS Level 1 award or certificate WJEC		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS4 Cycle B		Using The Internet (6402/L1) – 3 Credits		Using Email (6401/L1) – 2 Credits		Video Software (6397/L1) – 2 Credits (Year 11 Enterprise Project linked to video)	
Powerful Knowledge		1. SIGN AUP 2. LO1 Connect to the Internet. LO2 Use browser software to navigate web pages. LO3 Use browser tools to search for information from the internet.	Future Skills Questionnaire (Careers) LO4 Use browser software to communicate information online. LO5 Follow and understand the need for safety and security practices when working online.	LO1 Use e-mail software tools and techniques to compose and send messages.	LO2 Manage incoming e-mail effectively	LO1 Use video hardware and software to capture sequences. LO2 Use video software tools to combine and edit sequences.	LO2 Use video software tools to combine and edit sequences. LO3 Play and present video sequences.
Skills	Revisited	AUP KS2 Cycle D – Term 2 KS3 Cycle A	KS2 Cycle D – Term 2 KS3 Cycle A KS4 Cycle B – Term 1	All KS2 Touch Typing KS3 Cycle A – Terms 1, 2 and 6	All KS2 Touch Typing KS3 Cycle A – Terms 1, 2 and 6 KS4 Cycle B – Term 3	KS2 Cycle B and C – Terms 2–3 KS3 Cycle B – Terms 3–4	KS2 Cycle B and C – Terms 2–3 KS3 Cycle B – Terms 3–4 KS4 Cycle B – Term 5
	New learning	Managing professional web browsers, searching data, and connecting to global networks	Online profile communication mechanics, web account safety, and secure browser options.	Business email software tools, digital inbox communication, and encryption configurations	Professional folder sorting structures and high-volume inbox organization strategies.	Combining physical cameras and video hardware capture rigs with editing applications	Publishing, presenting, and exporting optimized video timelines for real-world enterprise projects.
Year 11 A&E Qualification:				12 Credits = Level 1 Award 13+ Credits = Level 1 Certificate (37 Credits = Level 1 Diploma)			
Optional AQA Unit Award Bonuses These can be completed should all relevant modules and				108413: Coding and programming 120884: Exploring the history of video gaming 125357: Employability skills: Artificial intelligence and ethics			

evidence be achieved for the Function Skill qualification.

127669: Introduction to artificial intelligence and its impact in creative industries
 76139: Employability skills: ICT
 127682: Online safety: Grooming awareness, with support
 123195: Selling items online
 124596: Media, influence, and fake news

Key themes

Theme	Curriculum Coverage
Consent and Privacy	KS2 Cycle A Term 2: Online Safety Focus on keeping login details private. KS2 Cycle B Term 3: Online Safety Focus on asking permission before including others in animations. KS2 Cycle C Term 3: Online Safety Focus on never recording or sharing videos of people without consent. KS2 Cycle C Term 4: Online Safety Focus on keeping personal information private. KS2 Cycle D Term 1: Powerful Knowledge on not sharing personal information on apps without permission. KS2 Cycle D Term 4: Online Safety Focus on documents being private unless shared with a teacher. KS2 Cycle D Term 5 & 6: Online Safety Focus on identifying which personal facts are safe to include in a digital project. KS3 Cycle A Term 2: Powerful Knowledge and Week 3 on creating strong passwords to keep information private. KS3 Cycle B Term 2: Powerful Knowledge and Week 2 on why spreadsheets with private data must be password-protected. KS3 Cycle B Term 6: Online Safety Focus on encryption to protect passwords. KS4 Cycle A Term 3 & 4: Powerful Knowledge on protecting personal information and data security
Digital Conduct and Respectful Communication	KS2 Cycle A Term 1: Powerful Knowledge on safe and appropriate technology use, including taking turns. KS2 Cycle A Term 5: Online Safety Focus on typing messages that are kind, helpful, and respectful. KS2 Cycle C Term 1: Powerful Knowledge on rules for playing games appropriately, such as taking turns and being respectful. KS2 Cycle D Term 5: Online Safety Focus on using kind and helpful words when adding comments to shared documents. KS3 Cycle A Term 1: Powerful Knowledge, Week 1, and Week 2 on signing computer rules and using kind words when typing to others on school apps. KS3 Cycle A Term 2: Week 3 on the difference between talking to a teacher and a friend online. KS3 Cycle A Term 2: Week 5 on seeing how being mean or leaving someone out online hurts feelings. KS3 Cycle A Term 2: Week 6 on completing a team task online while being kind and helpful. KS3 Cycle B Term 4: Week 5 on writing a kind and helpful note about a classmate's project. KS3 Cycle C Term 1: Online Safety Focus and Week 6 on cyberbullying, reporting, and blocking tools.
Online Safety, Scams, and Threat Mitigation	KS2 Cycle C Term 1: Online Safety Focus on safe gaming, such as never sharing real names or locations.

	KS2 Cycle D Term 1: Online Safety Focus on asking an adult before using or downloading any new app. KS3 Cycle A Term 2: Powerful Knowledge and Week 2 on spotting fake messages, bad links, and online scams. KS3 Cycle A Term 2: Week 5 on staying safe by not clicking on strange buttons or pop-ups. KS3 Cycle A Term 2: Week 6 on stopping and thinking before clicking, and asking a trusted adult for help. KS3 Cycle C Term 3 & 4: Powerful Knowledge, Online Safety Focus, and Week 1 on spotting online exploitation tricks, like strangers offering free game currency. KS3 Cycle C Term 5: Online Safety Focus on knowing specific trusted adults or emergency helplines to contact. KS4 Cycle A Term 3 & 4: Powerful Knowledge and Week 1 on Internet Safety for IT Users (6400/L1) to understand risks and safeguard self.
Media Literacy and Verifying Truth	KS2 Cycle D Term 2: Powerful Knowledge and Online Safety Focus on developing awareness that not all information online is true and checking facts with a teacher. KS3 Cycle A Term 6: Powerful Knowledge, Week 1, and Week 5 on understanding that online pictures/videos can be changed or faked, and checking that facts are true.
Physical and Digital Personal Wellbeing	KS2 Cycle A Term 4: Online Safety Focus on taking regular breaks and sitting correctly to stay healthy. KS2 Cycle B Term 4: Online Safety Focus on focusing on own work and respecting digital personal space. KS2 Cycle D Term 3: Online Safety Focus on developing healthy typing habits, including screen breaks, to protect physical wellbeing.
Sequencing and Logical Problem Solving	KS2 Cycle A Term 1: Powerful Knowledge on early understanding of following instructions step-by-step. KS2 Cycle B Term 1: Powerful Knowledge on practicing attention, listening, and following simple one-step instructions. KS2 Cycle C Term 6: Powerful Knowledge on following step-by-step instructions to build and control simple LEGO models. KS3 Cycle A Term 3: Powerful Knowledge and Term 3 Week 1 on how smart computer systems use inputs, code commands, and physical sensors. KS3 Cycle A Term 3: Week 6 on finding and fixing mistakes (debugging) when a model does not work. KS3 Cycle B Term 4: Powerful Knowledge and Week 2 on tracing and reading programming blocks step-by-step to find mistakes. KS3 Cycle C Term 4: Powerful Knowledge and Week 2 on programming as giving a computer strict step-by-step instructions (algorithms). KS3 Cycle C Term 5: Powerful Knowledge and Week 2 on understanding how an "If" rule lets a program make a decision. KS3 Cycle C Term 6: Powerful Knowledge and Weeks 2, 3, & 4 on using logic checks like True/False, "AND", "OR", and "NOT" blocks to control a program.
AI Awareness, Ethics, and Verifying Truth	KS3 Cycle B Term 1: Week 1 on the difference between building code blocks and using AI to make pictures. KS3 Cycle B Term 2: Week 1 on animations telling stories and respecting real artists' work. KS3 Cycle B Term 3, 4 & 5: Online Safety Focus explicitly covering "The role of AI". KS3 Cycle C Term 6: Week 1 on locking profiles and spotting fake AI accounts. KS4 Cycle A & B Term 1: Optional AQA Unit Award Bonuses explicitly listing Module 125357 (Artificial intelligence and ethics),

	Module 127669 (Introduction to artificial intelligence and its impact in creative industries), and Module 124596 (Media, influence, and fake news).
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Westhaven School Curriculum Map for Computing



The Connect and Grow Curriculum

Intent:

This curriculum is designed to develop confident, inquisitive learners. It aims to enable an understanding of their world and locality, and support meaningful connections with people, learning, and real-life experiences. We aim to:

- Encourage growth and independence in learning, building confidence and resilience.
- Develop curiosity and essential learning skills, fostering engagement and motivation.
- Support learners in understanding their world, making learning relevant and meaningful.
- Teach life skills that prepare pupils for adulthood, independence, and participation in society.
- The curriculum is inclusive, ambitious, and personalised, ensuring every learner can succeed regardless of starting point.

Implementation:

The curriculum is delivered through a flexible and highly personalised approach based on an adapted National Curriculum. Teaching is practical, hands-on and experiential, with pupils grouped flexibly to meet individual learning needs. Learning is enriched through local visits and community experiences, helping pupils make meaningful connections between classroom learning and the real world. A total communication approach, including Makaton, SSC and Widget symbols, is embedded consistently across lessons and routines.

Emotional regulation and wellbeing are central to implementation. Learning is supported through clear routines, sensory regulation strategies and personalised support, with EHCP targets embedded into daily practice. Classrooms are calm, low-arousal environments with access to sensory and quiet spaces, supporting pupils to regulate, engage and develop readiness for learning.

Classes within this strand are staffed with one main teacher who teaches across the curriculum and oversees the learners EHCPs. The support

staff within the strand remain with the class at all times and for all lessons. At times the support staff may run small learning groups or interventions. Learning within the C&G curriculum mostly takes place in the tutor group's own classroom and specialist teachers move to where the learners are based where possible. The minimisation of movement to new learning spaces is important for the learners in this strand.

The Connect & Grow (C&G) Computing curriculum is purposefully designed for learners who require a highly scaffolded, experiential approach to technology. At this level, Computing is not merely a subject, but a vital vehicle for communication, cognition and independence, ensuring that every learner can navigate an increasingly digital world with confidence and safety.

The C&G Computing pathway represents a purposeful deviation from standard National Curriculum pacing to ensure that learning is developmentally appropriate for those working 5–8 years below age-related expectations. While we move away from abstract systems theory, the curriculum remains strictly compliant with the statutory breadth of the National Curriculum. We prioritise the Digital Literacy and Information Technology pillars, trading academic complexity for deep, "sticky" knowledge. This ensures our statutory duty to provide a broad and balanced curriculum is met through a delivery model that puts the learner's safety and functional independence at the heart of every lesson.

Impact:

At Westhaven and within the C&G strand this subject falls under our Cognition and Learning curriculum. As such the subject is assessed using subject specific KPIs.

The ultimate goal of the C&G Computing curriculum is "Safe Independence." By focusing on the WJEC Entry Level 3 framework, we provide a clear, achievable pathway to accreditation that celebrates what our learners can do. This curriculum ensures that our learners move forward as respectful digital citizens who are prepared to participate meaningfully in their local communities and beyond.

A – KS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Basic Skills	Making Art		Touch Typing		Creating Text
Powerful Learning	Sign AUP - To recognise and use basic computer skills such as turning on a device, logging in, and using a mouse or touchscreen. - To develop early understanding of following	Analog - To explore how simple art can be created using basic shapes, lines, colours and mark-making in practical contexts. - To follow simple step-by-step instructions to	Digital - To understand that art can be created using both physical materials and simple digital tools. - To use basic digital tools (with support) to create and edit	- To develop familiarity with a keyboard by recognising key positions and understanding where letters and numbers are located. - To practise using correct hand positioning and	- To improve accuracy and confidence when typing using correct finger placement on a keyboard. - To build speed gradually when typing simple words and short sentences.	- To understand that text (words, symbols, or supported communication) can be used to share ideas and messages. - To create simple messages using a range of supports such as

		instructions step-by-step using practical, real-world and classroom activities. 4. To recognise basic concepts of using technology safely and appropriately (e.g. taking turns, handling devices carefully, asking for help).	create and copy basic pictures or patterns. 3. To develop confidence in expressing ideas creatively using art materials and simple tools.	simple images using shapes, colours and lines. 3. To compare and talk about differences between making art by hand and making art digitally.	finger placement on a keyboard with support. 3. To build confidence in typing simple letters, words and short phrases accurately using guided practice.	3. To practise typing with increasing independence using structured and familiar activities.	word banks, symbols, templates or assistive tools. 3. To develop confidence in choosing and arranging words, symbols, or pictures to communicate meaning with support.
Online Safety		To follow the rules of the school's Acceptable Use Policy to ensure technology is used safely by everyone.	To understand the importance of logging off and keeping our login details private from others.	To recognize that digital images we create should only be shared with people we know and trust.	To learn the importance of taking regular breaks and sitting correctly to stay healthy while using computers.	To understand that the messages we type should always be kind, helpful, and respectful to our peers.	To practice asking a trusted adult for help whenever something on the screen makes us feel unsure.
Skills	Revisited + Developed			Revisits and transitions the art concepts from Term 2 into digital software paint tools	Touch typing revisited in every cycle in KS2	Revisits Term 4 to build typing speed, accuracy, and independent muscle memory	
	New Learning	Foundational hardware manipulation, instructions, and school AUP alignment	Introduces physical art composition, step-by-step design patterns		Introduces physical keyboard layout mechanics and finger placement		Introduces message composition, word banks, and template structuring

B – KS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Basic Skills	Stop Motion		Touch Typing		Technology As A Useful Tool
Powerful Learning	1. Sign AUP 2. To develop readiness for learning by practising attention, listening and following simple	Analog 1. To understand that animation is created by showing a series of images or objects that change slightly	Digital 1. To understand that stop motion animation is created by taking a series of photos of objects that change	1. To develop familiarity with a keyboard by recognising key positions and understanding where letters and numbers	1. To improve accuracy and confidence when typing using correct finger placement on a keyboard. 2. To build speed	1. To understand that technology can help people complete everyday tasks and solve simple problems. 2. To explore

		one-step instructions. 3. To build early interaction skills such as taking turns, responding to prompts and engaging with adult support. 4. To develop confidence in handling everyday classroom routines and materials safely and appropriately.	each time. 2. To take part in creating a simple stop motion sequence using physical objects and guided step-by-step support. 3. To observe and talk about how movement is created by joining together a sequence of still images.	slightly each time. 2. To use simple digital tools (with support) to capture and arrange images into a basic animation sequence. 3. To observe and describe how movement is created when still images are played together quickly.	are located. 2. To practise using correct hand positioning and finger placement on a keyboard with support. 3. To build confidence in typing simple letters, words and short phrases accurately using guided practice.	gradually when typing simple words and short sentences. 3. To practise typing with increasing independence using structured and familiar activities.	different examples of technology in real life and how they are used to support communication, learning and daily routines. 3. To recognise that technology should be used safely and appropriately with support and guidance.
Online Safety		To commit to using technology safely by signing and following the school's digital safety rules.	To learn how to treat technology with care and follow simple classroom safety instructions.	To understand the importance of asking for permission before including others in our digital animations.	To practice focusing on our own work and respecting the digital personal space of others in the classroom.	To demonstrate safe decision-making when using everyday classroom technology and materials.	To recognize that technology is a helpful tool that should only be used under the supervision of a trusted adult.
Skills	Revisited + Developed			Revisits Term 2 concepts to capture digital frames, use a camera, and compile a digital video	Touch typing revisited in every cycle in KS2	Revisits Term 4 to implement middle-row home positioning and typing games	
	New Learning	Foundational attention, listening, device care, and school AUP alignment	Introduces frame-by-frame animation theory and physical object sequencing		Introduces keyboard tracking and finger positioning for this cycle's cohort		Introduces real-world functional technology identification in the community

C – KS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Online Gaming	Making Videos		Touch Typing		Lego Spike Programming
Powerful Learning	1. Sign AUP 2. To understand that online games allow people to play	Analog 1. To understand that videos are made by showing a	Digital 1. To understand that videos are created by recording	1. To develop familiarity with a keyboard by recognising key positions and	1. To improve accuracy and confidence when typing using correct finger	1. To understand that simple instructions can be used to make a model move or

		and interact with others using digital devices. 3. To recognise simple rules for playing games safely and appropriately, such as taking turns and being respectful. 4. To develop awareness that online gaming should be used with support and limits to keep safe and balanced.	sequence of images or actions in order. 2. To take part in planning and acting out simple stories or events to be recorded as a sequence. 3. To observe and talk about how ideas and actions can be shared through recorded movement and sound.	moving images and sound using digital devices. 2. To take part in creating a simple video by recording, watching and re-recording short clips with support. 3. To observe and talk about how videos can be used to share stories, ideas, or information.	understanding where letters and numbers are located. 2. To practise using correct hand positioning and finger placement on a keyboard with support. 3. To build confidence in typing simple letters, words and short phrases accurately using guided practice.	placement on a keyboard. 2. To build speed gradually when typing simple words and short sentences. 3. To practise typing with increasing independence using structured and familiar activities.	respond using a programmable device. 2. To follow step-by-step instructions to build and control simple LEGO models with support. 3. To explore cause and effect by seeing how different inputs change what a model does.
Online Safety		To understand that the AUP is a promise to keep ourselves and our friends safe while online.	To learn simple rules for safe gaming, such as never sharing our real names or locations with others.	To understand that we must never record or share videos of other people without their consent.	To keep our personal information private while practicing keyboard skills and entering text.	To understand how our digital actions can have positive or negative consequences for others online.	To follow step-by-step instructions carefully to ensure we use programmable equipment safely and correctly.
Skills	Revisited + Developed			Revisits Term 2's storyboards to film digital clips and edit media assets	Touch typing revisited in every cycle in KS2	Revisits Term 4 to build multi-sentence entries using structural keys like Enter and Backspace	
	New Learning	Introduces gaming netiquette, digital safety limits, and structural countdown timers	Introduces structural narrative planning, paper storyboarding, and performance tracking		Introduces baseline keyboard familiarity and profile safety for this cycle		Introduces physical robotics design, cause-and-effect input testing, and algorithm loops

D – KS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	App Safety	Browsing the Internet – Researching	Touch Typing	Exploring Google Docs		All About Me Google Docs Project
Powerful Learning	1. Sign AUP 2. To understand that apps should	1. To understand that the internet can be used to	1. To develop familiarity with the keyboard	Analog 1. To understand that documents	Digital 1. To understand that digital	1. To understand when it is okay to share personal

		be used with support and that some apps are safer than others. 3. To recognise simple rules for staying safe when using apps, such as asking an adult before using or downloading anything. 4. To develop awareness that personal information should not be shared on apps without permission and guidance.	find information about topics of interest. 2. To follow simple, guided steps to access and look at safe, appropriate online content with support. 3. To develop awareness that not all information online is true or suitable and should be checked with an adult.	and understand correct finger placement for typing. 2. To build accuracy and gradually improve speed when typing words and simple sentences. 3. To develop confidence and independence when using typing skills in structured activities.	are used to share information in an organised way. 2. To take part in creating simple written or symbol-based documents using templates, word cards, or structured layouts. 3. To develop confidence in arranging ideas, pictures, or symbols to communicate meaning clearly with support.	documents can be used to create, store and share information. 2. To use basic features of a word processor (with support) such as typing, inserting images or selecting symbols. 3. To develop confidence in editing and improving simple documents to communicate ideas more clearly.	information. 2. To use supported tools in a word processor to create a simple "All About Me" page using text, images or symbols. 3. To develop confidence in making choices and organising information about themselves with guidance.
Online Safety		To understand why we must always ask an adult before using or downloading any new app.	To learn that not all information found on the internet is true and to check facts with a teacher.	To develop healthy typing habits, including screen breaks, to protect our physical wellbeing.	To understand that our digital documents are private unless we choose to share them with a teacher.	To use kind and helpful words when adding comments or text to shared digital documents.	To identify which personal facts are safe to include in a digital project and which should stay private.
Skills	Revisited + Developed			Touch typing revisited in every cycle in KS2		Revisits Term 4's layout design principles inside a live word processor with spell-check tools	Revisits and merges word processing skills from Terms 4 & 5 to build a final biographical profile
	New Learning	Introduces app verification rules, download constraints, and permission boundaries	Introduces safe information search indexes and basic online fact-checking markers	Introduces basic typing layouts and ergonomics rules for this cycle	Introduces document spatial layout architecture using paper shapes and card templates		

A – KS3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Staying Safe Online	Navigating the Web	Digital Messaging	Exploring Google Sheets	Using Google Sheets	
Powerful Learning	1. Sign AUP	1. Future Skills	1. To understand	1. To understand	Analog	Digital

		- To understand that online spaces can be helpful but also involve risks that require careful use and support. - To recognise simple online safety rules such as not sharing personal information and asking an adult when unsure. - To develop awareness of how to respond safely to something worrying or unfamiliar online by telling a trusted adult.	questionnaire (Careers) - To understand that the internet contains different websites that can be used to find information and resources. - To follow simple, guided steps to access and move between web pages using basic navigation tools with support. - To develop awareness that websites should be used safely and appropriate choices should be made when exploring online content.	that messages can be sent and received digitally to communicate with others. - To explore how structured messages are created using simple formats such as greetings, names, and key information. - To develop awareness of how to communicate appropriately and safely when sending messages with support.	that information can be organised into tables using rows and columns. - To explore simple ways of entering and changing data in a structured digital format with support. - To develop awareness that data can be used to answer questions and show information clearly.	- To understand that information can be organised in a structured way using tables with rows and columns. - To take part in sorting and arranging information using physical resources such as cards, symbols, or paper grids. - To develop awareness that organised information can help answer simple questions and show patterns.	- To understand that information can be organised and stored in digital tables using rows and columns. - To use simple features of a spreadsheet (with support) to enter, change and organise data. - To develop awareness that digital tables can help show information clearly and answer simple questions.
Online Safety		To recognise simple online safety rules such as not sharing personal information and asking an adult when unsure.	To develop awareness that websites should be used safely and appropriate choices should be made when exploring online content.	To develop awareness of how to communicate appropriately and safely when sending messages (such as what not to send: nudes, sext, personal info) with support.	To understand that information can be organised into tables (foundational for identifying and managing personal data safely).	To develop awareness that organised information can help answer simple questions (understanding how data/patterns are tracked).	To understand that information can be organised and stored in digital tables (critical for understanding how digital footprints and personal data are stored).
Skills	Revisited + Developed	Revisits KS2 safety systems and AUP protocols, advancing to explicit PII data protection rules	Revisits web browsing elements from KS2 Cycle D, introducing UI browser tools like back arrows	Revisits text layout skills from KS2 Cycle A, advancing into formal electronic messaging formats and autocorrect structures		Revisits the structural row/column data organization from Term 4 via tactile sorting and 3D block charts	Revisits and unifies data patterns from Terms 4 & 5 to build digital graphs and understand digital data trails
	New Learning				Introduces grid networks, coordinate rows, columns, and spreadsheet cell management		

B – KS3		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic		Staying Safe Online	Using Google	Mobile Phone Safety		Online Shopping	
Powerful Learning		1. Sign AUP - To understand that online spaces can be helpful but also need careful use to stay safe. - To recognise simple online safety rules such as not sharing personal information and only using trusted websites or apps with support. - To know how to respond to something worrying or unsafe online by telling a trusted adult.	1. Future Skills questionnaire (Careers) - To understand that Google can be used (with support) to find information about topics of interest. - To follow simple, guided steps to enter search terms and view safe, appropriate results. - To develop awareness that not all information online is reliable and should be checked with an adult.	- To understand what a mobile phone is and how it is used for communication in everyday life. - To explore appropriate and inappropriate ways to use a mobile phone through role-play and real-life examples. - To recognise simple rules for keeping safe when using a phone, such as not sharing personal information and asking an adult for help.	- To understand that mobile phone use can affect people's feelings, relationships, and safety. - To recognise more complex safe and unsafe situations involving messages, calls and unknown contacts through supported scenarios. - To demonstrate safe decision-making by choosing appropriate responses and knowing when to seek help from a trusted adult.	- To understand what shopping is and that people choose and pay for items they need or want. - To recognise that shopping can happen in different ways, including in shops and online (with support and supervision). - To identify simple examples of safe and appropriate choices when thinking about buying items.	- To understand that online shopping involves choosing and buying items using the internet, often with adult support. - To recognise risks associated with online shopping, such as scams, fake websites, and sharing personal or payment information. - To demonstrate awareness of safe online shopping choices by identifying trusted adults, safe sites, and when not to proceed.
Online Safety		To know how to respond to something worrying or unsafe online by telling a trusted adult.	To develop awareness that not all information online is reliable and should be checked with an adult.	To recognise simple rules for keeping safe when using a phone, such as not sharing personal information or nudes and asking an adult for help.	To demonstrate safe decision-making by choosing appropriate responses and knowing when to seek help from a trusted adult.	To identify simple examples of safe and appropriate choices when thinking about buying items.	To recognise risks associated with online shopping, such as scams, fake websites, and sharing personal or payment information.
Skills	Revisited + Developed	Revisits core safety rules, scaling up to manage interface alerts and malicious pop-up windows	Revisits online search rules from KS2, expanding into critical analysis of automated bot/AI text outputs		Revisits phone safety principles from Term 3, advancing to social boundary analysis and unknown contact scenarios		Revisits the transactional budgeting logic from Term 5 to analyze live checkout pages and dark-pattern tricks

	New Learning			Introduces telecom device mechanics, call handling etiquette, and mobile-specific alerts		Introduces digital currency concepts, asset transaction frameworks, and personal budgeting limits	
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C – KS3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Safe Internet Use	The Internet As A Research Tool		Exploring Google Slides	Using Google Slides	
Powerful Learning	Sign AUP - To understand that the internet is used for information, communication and entertainment, but must be used safely. - To recognise simple rules for safe internet use, such as asking an adult, using trusted websites and not sharing personal information. - To identify what to do if something online feels unsafe or worrying, including stopping and telling a trusted adult.	Analog Future Skills questionnaire (Careers) - To understand that information can be found from different non-digital sources such as books, pictures, people and printed materials. - To explore how to find information by asking questions, looking at images and using simple reference materials with support. - To develop awareness that information can be gathered from different sources to learn about a topic.	Digital - To understand that the internet can be used (with support) to find information about different topics. - To follow simple, guided steps to look for and select appropriate information from online sources. - To develop awareness that not all online information is reliable and should be checked with a trusted adult.	- To understand that digital presentations can be used to share ideas, information or stories in a structured way. - To use simple features of presentation software (with support) to add slides, images, symbols or short text. - To develop awareness of how visual information can be organised to communicate meaning clearly to others.	- To understand that presentations are used to share information about a chosen topic. - To identify a simple topic and gather ideas or information about what could be included in a presentation (e.g. images, key points, symbols). - To plan the structure of a presentation by deciding what will go on each slide with support.	- To use simple features of presentation software to create slides based on a plan. - To add images, symbols, or short text to communicate ideas across slides with support. - To take part in presenting work to others and develop awareness of how to share information clearly.
Online Safety	To explain what is meant by “cyberbullying”.	To understand the risks and dangers associated with the sending of nude imagery.	To understand what is meant by exploitation	To understand the potential signs of exploitation.	To know who to go to for support if you or somebody you know is being exploited.	To identify ways in which we can avoid being exploited.

Skills	Revisited + Developed	Revisits digital respect criteria, introducing concrete cyberbullying defense protocols like Block/Report buttons	Revisits media search strategies from KS2, introducing cross-platform validation against print media		Revisits Term 3 slide mechanics, introducing component placement, asset editing, and Undo safety behaviors	Revisits presentation structures from Terms 3 & 4 to build sequential paper storyboard plans	Revisits and completes the presentation unit across Terms 3–5 to launch full-screen projections
	New Learning			Introduces dedicated presentation UI slide layouts, deck structures, and design frameworks			

A – KS4 (EL)		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic		Improving productivity using IT (6381/E2) – 2 Credits		IT User Fundamentals (6384/E3) – 2 Credits		Presentation Software (6393/E3) – 2 Credits (Year 11 Enterprise Project linked to Presentation)	
Powerful Learning		1. Sign AUP LO1 Plan the use of IT to meet requirements	Future Skills questionnaire (Careers) LO2 Use IT systems to complete planned tasks	LO1 Interact with and use IT system to meet needs LO2 Organise, store and retrieve information appropriately	LO3 Understand the need for safety and security practices LO4 Maintain system and respond to common IT system problems	LO1 Input and combine text and other information within presentation slides LO2 Use presentation software tools to structure, edit and format slides	LO2 Use presentation software tools to structure, edit and format slides LO3 Prepare slides for presentation
Skills	Revisited	Revisited Learning in this unit draws on the hands-on tech skills learners have practiced throughout KS2 and KS3. They are already comfortable opening applications like Google Docs or Slides and understand key digital safety rules—such as protecting personal details and following device care instructions—which maps directly to AC1.3 and AC2.1.		Revisited Learning in this unit relies heavily on the physical device habits and safety awareness learners have developed since KS2. They are already practiced at starting up and shutting down computers (AC1.1), navigating basic user interfaces (AC1.2), keeping their digital accounts secure (AC3.1–AC3.3), and creating or saving files within projects (AC2.1).		Revisited Learning in this unit builds directly on the extensive Google Slides work from KS3 Cycle C. Learners already know how to select themes (AC2.1), type text, input media images (AC1.1, AC1.2), format slide layouts (AC2.2, AC2.3), save files (AC1.5), and launch their final slide decks in full-screen mode (AC3.1, AC3.2, AC3.3).	
	New Learning	Introduces them to a high-level project mindset. For the first time, instead of being handed a tool, they must independently evaluate a task, decide why digital software is the best choice (AC1.1), plan out their own steps and tools (AC1.2), and critically review their final work against the initial goals to fix errors and figure out		For the first time, learners will be expected to use formal IT terminology accurately (AC1.3), understand the distinct technical types of storage media (AC2.2), explain the security theory behind access controls for data and hardware (AC3.4), and actively troubleshoot when things go wrong by fixing common IT problems or knowing how		For the first time, instead of freely grabbing any image off the web, learners must understand the concept of digital ownership—specifically identifying and working within copyright constraints when sourcing other people's information and assets (AC1.3 and AC1.4).	

		how to work faster next time (AC2.2 and AC2.3).	to seek expert help (AC4.1 and AC4.2).	
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B – KS4 (EL)		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic		Internet Fundamentals (6403/E3) – 2 Credits		Using Email (6401/E3) – 2 Credits		Presentation Software (6393/E3) – 2 Credits (Year 11 Enterprise Project linked to Presentation)	
Powerful Learning		1. Sign AUP LO1 Connect to the Internet LO2 Use browser software to navigate web pages and search for information from the internet.	Future Skills questionnaire (Careers) LO3 Use browser software to communicate information online. LO4 Follow and understand the need for safety and security practices when working online.	LO1 Use email software tools and techniques to compose and send messages.	LO2 Manage incoming email effectively.	LO1 Input and combine text and other information within presentation slides LO2 Use presentation software tools to structure, edit and format slides	LO2 Use presentation software tools to structure, edit and format slides LO3 Prepare slides for presentation
Skills	Revisited	Revisited Learning in this unit relies on the browser mechanics and core web safety skills developed across KS2 and KS3. Learners are already accustomed to opening web browsers (AC1.2), utilising basic search tools to find information (AC2.1, AC2.2), bookmarking references (AC2.3), downloading assets (AC2.4), and maintaining basic personal data privacy (AC4.4).		Revisited Learning in this final unit links directly to the basic writing layouts from KS2 and the Digital Messaging terms in KS3. Learners are already familiar with composing text blocks (AC1.1), hitting send (AC1.3), reading or responding to basic text entries (AC2.2), and applying online netiquette and digital safety boundaries (AC1.4).		Revisited Learning in this unit builds directly on the extensive Google Slides work from KS3 Cycle C. Learners already know how to select themes (AC2.1), type text, input media images (AC1.1, AC1.2), format slide layouts (AC2.2, AC2.3), save files (AC1.5), and launch their final slide decks in full-screen mode (AC3.1, AC3.2, AC3.3).	
	New Learning	For the first time, learners must understand the underlying hardware or network connection methods used to access the web (AC1.1), learn how to communicate and share sources or submit interactive online forms directly through browser tools (AC3.1–AC3.3), and outline concrete steps to minimize cyber security risks rather than just following simple safety rules (AC4.2).		For the first time, learners must master formal email mechanics—including handling file attachments (AC1.2), organizing contact entries inside an address book (AC1.5), categorizing and sorting incoming mail into folders (AC2.1, AC2.4), executing triage tasks to delete unwanted or unsafe messages (AC2.3), and troubleshooting common email system faults (AC2.5).		For the first time, instead of freely grabbing any image off the web, learners must understand the concept of digital ownership—specifically identifying and working within copyright constraints when sourcing other people’s information and assets (AC1.3 and AC1.4).	
Year 11 C&G Qualification:				10 credits = Entry Level 3 Award			

Key themes	
Theme	Curriculum Coverage
Consent and Privacy	KS2 Cycle B Term 3 Week 1
	KS2 Cycle C Term 3 Week 1
	KS2 Cycle C Term 4 Week 1
	KS2 Cycle D Term 4 Week 1
	KS2 Cycle D Term 6 Week 1
	KS2 Cycle D Term 6 Week 6
	KS2 Cycle D Term 6 Week 7
	KS3 Cycle A Term 1 Week 3
	KS3 Cycle A Term 3 Week 1
	KS3 Cycle A Term 4 Week 1
	KS3 Cycle B Term 1 Week 3
	KS3 Cycle B Term 3 Week 1
	KS3 Cycle B Term 6 Week 3
	KS3 Cycle C Term 2 Week 2
Digital Conduct and Respectful Communication	KS2 Cycle A Term 5 Week 1
	KS2 Cycle A Term 5 Week 2
	KS2 Cycle C Term 1 Week 4
	KS2 Cycle C Term 5 Week 1
	KS2 Cycle D Term 5 Week 1
	KS3 Cycle A Term 3 Week 4
	KS3 Cycle A Term 3 Week 5
	KS3 Cycle B Term 4 Week 2
	KS3 Cycle C Term 1 Week 3

	KS3 Cycle C Term 1 Week 4
Online Safety, Scams, and Threat Mitigation	KS2 Cycle A Term 1 Week 1
	KS2 Cycle B Term 1 Week 1
	KS2 Cycle C Term 1 Week 1
	KS2 Cycle C Term 2 Week 1
	KS2 Cycle D Term 1 Week 1
	KS2 Cycle D Term 1 Week 2
	KS2 Cycle D Term 1 Week 3
	KS2 Cycle D Term 1 Week 4
	KS2 Cycle D Term 1 Week 5
	KS2 Cycle D Term 1 Week 6
	KS2 Cycle D Term 1 Week 7
	KS3 Cycle A Term 1 Week 1
	KS3 Cycle B Term 1 Week 1
	KS3 Cycle B Term 1 Week 4
	KS3 Cycle B Term 1 Week 5
	KS3 Cycle B Term 4 Week 4
	KS3 Cycle B Term 6 Week 1
	KS3 Cycle B Term 6 Week 4
	KS3 Cycle B Term 6 Week 5
	KS3 Cycle C Term 1 Week 1
	KS3 Cycle C Term 1 Week 5
	KS3 Cycle C Term 1 Week 6
	KS3 Cycle C Term 1 Week 7
	KS3 Cycle C Term 4 Week 1

	KS3 Cycle C Term 4 Week 6 KS3 Cycle C Term 5 Week 1 KS3 Cycle C Term 6 Week 1 KS4 (EL) Cycle A Term 1 Week 1 KS4 (EL) Cycle B Term 1 Week 1 KS4 (EL) Cycle B Term 1 & 2 (General Outcomes) KS4 (EL) Cycle B Term 3 & 4 (General Outcomes)
Media Literacy and Verifying Truth	KS2 Cycle A Term 3 Week 1 KS2 Cycle C Term 3 Week 1 KS2 Cycle D Term 2 Week 1 KS2 Cycle D Term 2 Week 6 KS3 Cycle B Term 2 Week 2 KS3 Cycle B Term 2 Week 3 KS4 (EL) Cycle B Term 1 & 2 (General Outcomes)
Physical and Digital Personal Wellbeing	KS2 Cycle A Term 4 Week 1 KS2 Cycle A Term 4 Week 6 KS2 Cycle C Term 1 Week 5 KS2 Cycle C Term 1 Week 6 KS2 Cycle C Term 1 Week 7 KS2 Cycle D Term 3 Week 1
Sequencing and Logical Problem Solving	KS2 Cycle A Term 1 Week 4 KS2 Cycle A Term 1 Week 5 KS2 Cycle A Term 2 Week 4 KS2 Cycle A Term 2 Week 5 KS2 Cycle B Term 2 Week 3

	KS2 Cycle B Term 2 Week 4 KS2 Cycle B Term 3 Week 5 KS2 Cycle C Term 6 Week 2 KS2 Cycle C Term 6 Week 3 KS2 Cycle C Term 6 Week 4 KS3 Cycle C Term 5 Week 4 KS3 Cycle C Term 5 Week 5
AI Awareness, Ethics, and Verifying Truth	KS3 Cycle A Term 3 Week 1 KS3 Cycle A Term 5 Week 1 KS3 Cycle B Term 2 Week 2 KS3 Cycle B Term 2 Week 3 KS3 Cycle B Term 4 Week 1 KS3 Cycle C Term 3 Week 1