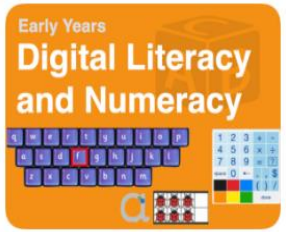
Computing



Oakwood Academy

Part of KINGS ACADEMY TRUST

Willows Computing Overview

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
	My computer and me		Creating Media	Digital Literacy	Creating Media 2	Programming
W1	Computer Discovery 	Mouse and Keyboard skills 	Digital Literacy and Numeracy 	E-Safety 	Digital Art and Design 	Early Programming 
W2	Mouse and Keyboard Skills 	Text & Images 	Music Creation 	E-Safety 	3D Design 	Introducing Programming 

Maple Pathway KS3 Computing Overview

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
	Digital Literacy					
	ICT	Computer Science	ICT		ICT / CS	ICT
	My Computer and Me		The Internet & Office Programs		Databases	Creating Media
S1	Using my Computer		Using the browser	PowerPoint & Word	Making	Photography
S2	Using my Computer		Searching and Gathering	PowerPoint, Word, Publisher	Answering Questions	Filters
S3	Using my Computer		Communicating online	Office Programs	Displaying Data	Editing

Pathway 1 KS3 Computing Overview

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
	Digital Literacy					
	ICT / CS	ICT	Computer Science	ICT	ICT	Computer Science
	My Computer and Me	Creating Media 1	Programming 1	Data & Information	Creating Media 2	Programming 2
Y7	Using my Computer	Creating Publications	Programming Sequences.	Branching Databases	Creating Animations	Programming Events and actions.
Y8	Communicating Online	Creating Edited Photos	Programming Repetition in shapes.	Flat-File Databases	Creating Podcasts	Programming Repetition in games.
Y9	What's inside a Computer?	Creating Vector Graphics	Programming Selection in Quizzes	Spreadsheets	Creating Videos	Programming Selection in Games

Pathway 2 KS3 Computing Overview

	AUT1		AUT2	SPR1	SPR2	SUM1	SUM2
	Digital Literacy						
	ICT	CS	ICT	Computer Science	ICT	ICT	Computer Science
	My Computer and Me		Creating Media 1	Programming 1	Data & Information	Creating Media 2	Programming 2
Y7	Using my Computer			Programming a Robot	Grouping Data	Creating Media	Programming Animation
Y8	Communicating Online		Creating the perfect picture	Programming Robot Algorithms	Pictograms	Creating Music	Programming Quizzes
Y9	Being Respectful Online		Creating Publications	Sequencing in Programming.	Branching Databases	Creating Animations	Programming Events and actions.

KS4 Core Computing @ Oakwood

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Y10 Core – S & F	**WJEC Entry Pathways – ICT Fundamentals Entry 3 – 6384/E3** Students explore the fundamentals of using ICT. They examine the main components of a computer system and how to use, maintain and troubleshoot them. They learn how to organise computer systems effectively. They explore safe use of ICT in a variety of scenarios.		**WJEC Entry Pathways – Presentation Software Entry 3 – 6393/E3** Students explore Presentation Software, with a focus on Microsoft PowerPoint. They examine the uses for Presentation software and look at best practice for creating their own. They will gain valuable presentation skills and work towards collecting evidence for their qualification.		**WJEC Entry Pathways – Spreadsheet Software Entry 2 – 6389/E2** Students explore Spreadsheet Software, with a focus on Microsoft Excel. They examine the uses for Spreadsheet software and learn how to collect, store and analyse data. They will explore commonly used formulae in Excel, create tables to house information, use sort and search functions, as well as creating graphs and charts to present their findings	
Y11 Core – S & F	**WJEC Entry Pathways – Using Email Entry 3 – 6401/E3** Students explore the world of electronic mail. They will gain the understanding of how emails work and their appropriate use. They explore relevant safety issues surrounding the use of email, how to set up contact lists, group contacts for various tasks and how they can use email to work collaboratively.		**Submission Activities / ICT For Life** Students will finalise their coursework ready to be submitted for moderation. When finished, students will explore useful ICT skills for life: ❑ CV Writing ❑ Job Searching ❑ Additional basic email skills		**End of school Activities** **Carousel of choices:** Video Editing: Leavers videos Game Design: Kodu Pixel Art	

KS4 Core Computing @ Oakwood

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Y10 Core – Pine	**WJEC Entry Pathways – ICT Fundamentals Entry 2 – 6384/E2** Students explore IT Fundamentals, including internet safety, hardware, software and best practice. A heavy focus is placed on how to stay safe online and what information is acceptable to share and what is not.		**WJEC Entry Pathways – Presentation Software Entry 2 – 6393/E2** Students explore Presentation Software, with a focus on Microsoft PowerPoint. They examine the uses for Presentation software and look at best practice for creating their own. They will gain valuable presentation skills and work towards collecting evidence for their qualification.		**WJEC Entry Pathways – Spreadsheet Software Entry 2 – 6389/E2** Students explore Spreadsheet Software, with a focus on Microsoft Excel. They examine the uses for Spreadsheet software and learn how to collect, store and analyse data. They will explore commonly used formulae in Excel, create tables to house information, use sort and search functions, as well as creating graphs and charts to present their findings.	
Y11 Core – Pine	**WJEC Entry Pathways – Word Processing Entry 2 – 6391/E2** Students explore Word Processing software, with a focus on Microsoft Word. They examine the uses for Word Processing, including the clear and precise presentation of information. They will gain valuable word processing skills and work towards collecting evidence for their qualification.		**Submission Activities / ICT For Life** Students will finalise their coursework ready to be submitted for moderation. When finished, students will explore useful ICT skills for life: ❑ CV Writing ❑ Job Searching ❑ Additional basic email skills		**End of school Activities** **Carousel of choices:** Video Editing: Leavers videos Game Design: Kodu Pixel Art	

KS4 Core Computing @ Oakwood

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Y10 Core – Maple	**WJEC Entry Pathways – IT Fundamentals Entry 2 – 6384/E2** Students explore IT Fundamentals, including internet safety, hardware, software and best practice. A heavy focus is placed on how to stay safe online and what information is acceptable to share and what is not.		**WJEC Entry Pathways – Presentation Software Entry 3 – 6393/E1** Students explore Presentation Software, with a focus on Microsoft PowerPoint. They examine the uses for Presentation software and look at best practice for creating their own. They will gain valuable presentation skills and work towards collecting evidence for their qualification.		**WJEC Entry Pathways – Spreadsheet Software Entry 2 – 6389/E1** Students explore Spreadsheet Software, with a focus on Microsoft Excel. They examine the uses for Spreadsheet software and learn how to collect, store and analyse data. They will explore commonly used formulae in Excel, create tables to house information, use sort and search functions, as well as creating graphs and charts to present their findings.	
Y11 Core – Maple	**WJEC Entry Pathways – Word Processing Entry 3 – 6391/E1** Students explore Word Processing software, with a focus on Microsoft Word. They examine the uses for Word Processing, including the clear and precise presentation of information. They will gain valuable word processing skills and work towards collecting evidence for their qualification.		**Submission Activities / ICT For Life** Students will finalise their coursework ready to be submitted for moderation. When finished, students will explore useful ICT skills for life: ❑ CV Writing ❑ Job Searching ❑ Additional basic email skills		**End of school Activities** **Carousel of choices:** Video Editing: Leavers videos Game Design: Kodu Pixel Art	

Options Computing @ Oakwood

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Y10 Options	**Understand the purpose of Advertising** **Entry 3 – Credits: 3 – KA1/E3/LQ/001**		**Creative Media Production Skills** **Entry 3 – Credits: 4 – KB2/E3/LQ/001**		**Developing Animation** **Entry 3 – Credits: 3 – KB2/E3/LQ/002**	
	Learners will: ❑ Identify examples of advertisements. ❑ Identify key features of advertisements. ❑ Understand how advertisements appeal to specific audiences. ❑ Plan their own ideas for advertising a product. ❑ Present their own ideas for advertising a specific product.		**Learners will:** ❑ Plan the production of a media product showing consideration of some key aspects. ❑ Produce a media product in line with their own plan. ❑ Present their media product to others so that they understand the purpose of the product and its key features. ❑ Improve aspects of their product based on feedback.		**Learners will:** ❑ Generate ideas for an animated sequence. ❑ Create story-boards for an animated sequence. ❑ Create an animated sequence in line with their own story-boards. ❑ Improve their animations based on feedback.	
Y11 Options	**Images and Design in Newspaper and Magazines.** **Entry 3 – Credits: 3 – KH5/E3/LQ/001**		**Introduction to Interactive Media Products** **Entry 3 – Credits: 3 – KJ3/E3/LQ/002**		**End of year activities**	
	Learners will: ❑ Plan a newspaper or magazine to a set brief. ❑ Produce a newspaper/magazine ❑ Understand core concepts of page design. ❑ Use images in effective and appropriate ways. ❑ Use text in effective and appropriate ways. ❑ Understand the importance of sections and use them appropriately. ❑ Improve aspects of their work based on feedback.		**Learners will:** ❑ Plan an interactive media product to a brief. ❑ Produce an interactive media product in line with their own plan. ❑ Test their products with users and gather feedback. ❑ Improve aspects of their own work based on this feedback. ❑ Present the planned interactive media product communicating it's key features.		**Carousel of choices:** Video Editing: Leavers videos Game Design: Kodu Pixel Art	

Curriculum Maps

Oakwood Academy

Willows Computing @ Oakwood

	Computer Science	Digital Literacy	ICT

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
	My computer and me		**Creating Media**	**Digital Literacy**	**Creating Media 2**	**Programming**
Willows 1	Computer Discovery CS DL ICT	M & KB Skills DL ICT	Digital Literacy & Numeracy DL ICT	E Safety DL ICT	Digital Art & Design DL ICT	Early Programming CS DL
	Students will develop an understanding of computers before using them to achieve and help with basic tasks.	Students will develop an understanding of the basic input commands available on the devices they use – Mouse, Keyboard and Touch.	Students will develop mathematics and literacy skills using different types of technology and assess the benefits of completing these tasks on a digital device.	Students begin to explore the importance of staying safe online and compare safety in the real world to safety on the internet.	Students develop mouse control and interact with programs to develop creativity and begin making decisions on which digital tools are appropriate for creating different content.	Students are introduced to equipment that needs programming and the basic principles, including sequencing instructions.
Willows 2	M & KB Skills CS DL ICT	Text & Images DL ICT	Music Creation DL ICT	E Safety DL ICT	3D Design DL ICT	Introducing Programming CS DL
	Students explore more advanced Mouse and Keyboard skills to bolster their skillset.	Pupils develop early desktop publishing skills, combining text and images onto a page.	Students aim to understand the different sounds instruments make, the important of patterns in music creation and important words such as rhythm/beats, tempo and melody.	Students have a discussion based topic about the importance of staying safe online and what personal information means.	Students develop the sense of spacial awareness required for 3D design as well as digital art skills.	Students are introduced to computer programming with a focus on sequencing commands.

Maple – Using my Computer

Using My Computer

Parts of a Computer

Be able to confidently identify the following parts of a computer:

- ❑ Mouse
- ❑ Keyboard
- ❑ Monitor
- ❑ Computer
- ❑ Headphones

Be able to differentiate between INPUT and OUTPUT devices.

Input:
- ❑ Mouse
- ❑ Keyboard
- ❑ Microphone
- ❑ Touchscreen

Output:
- ❑ Monitor
- ❑ Speakers
- ❑ Headphones

Keyboard & Mouse

Be able to confidently use a keyboard and mouse.

Mouse:
- ❑ Has three buttons
  - -Select
  - -Menu
  - -Wheel
- ❑ Understand how and when to use these buttons.
- ❑ Practice mouse grip and control.
- ❑ Practice single and double clicks

Keyboard:
- ❑ Locate the different sections
  - -Letters
  - -Numbers
  - -Special Characters
  - -Functions
- ❑ Practice typing
- ❑ Basic keyboard shortcuts.

Using the desktop

Be able to confidently use the desktop.

Desktop:
- ❑ Logging in
- ❑ Search for programs using the windows key
- ❑ Maximise, minimise and close windows
- ❑ Use task bar to switch between programs
- ❑ Resize/relocate windows using shortcuts (Windows + Arrow keys)
- ❑ Understanding when to resize/relocate windows.
- ❑ Closing down programs before logging off.
- ❑ Logging off.

Creating Files and Folders

Understand that a file is something we're working on, and we save these inside folders to keep them organised.

- ❑ Create folders for each subject
- ❑ Practice finding these folders to ensure they can retrieve unfinished work.

Saving, Retrieving, Sharing

Practice creating files and saving them in the correct places.
Practice printing work.
Understand there is a personal area, where they save their files, and a shared area, where we can all access files.

- ❑ Saving files to appropriate folders.
- ❑ Finding those files and reopening the work.
- ❑ Printing files.
- ❑ Finding and understanding the shared area.

Basic Shortcuts

Be able to use basic keyboard shortcuts.
- ❑ Copy (Ctrl + C)
- ❑ Paste (Ctrl + V)
- ❑ Lock computer (Windows + L)
- ❑ Snapshot (Windows + Shift + S)
- ❑ Log off (Ctrl + Alt + Delete)
- ❑ Snap windows (windows key + arrow)

Assessment

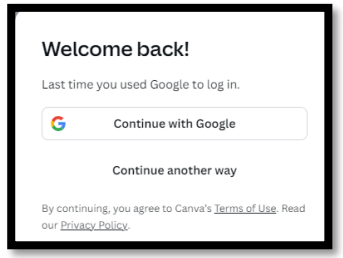
Recap learning, use challenges to see how much they can independently do.

E.g.
1. Log on.
2. Search for word, open it.
3. Search for PowerPoint, open it.
4. Write a sentence on each.
5. Save each to your computing folder."

Judge how much they can do independently. Take note and revisit those skills before moving on.

Maple – The Internet

The Internet

The Browser	Understanding the Internet	Searching for information	Gathering Information	Google Account & Apps	Assessment
Be able to confidently use an internet browser. Understand what an internet browser is. Find Google Chrome on the desktop. Locate the: ❑ Home Button ❑ Search Bar ❑ Refresh ❑ Back / Forwards ❑ New tab ❑ History	Understand what we use the internet for. ❑ Information ❑ Entertainment ❑ Communication Understand that using the internet can be dangerous. ❑ What we shouldn't share. ❑ Why it can be dangerous.	Be able to confidently use the internet to search for information. Using the Search bar: ❑ Going to specific websites ❑ Searching for information When searching: ❑ Using key terms to search instead of questions ❑ Using Google tools to refine and filter searches (images, shopping, video etc.)	Be able to confidently gather information once they have searched for it. Gathering information: ❑ Copying text from the internet to another program (Word, PowerPoint etc.) ❑ Copying images from the internet to another program (Word, PowerPoint etc.) ❑ Copying a combination of images and text that relate to the same topic.	Be able to log into their Google accounts and find the apps/login benefits that they provide. ❑ Log in to Google Accounts using email addresses. ❑ Look at the Google Apps that come them: - Google Docs - Google Slides - Google Drawings - Google Maps ❑ Use Google Account to sign up to another website easily: 	Recap learning, use challenges to see how much they can independently do. E.g. 1. Open the internet 2. Find pictures of three different footballers. 3. Copy the pictures to PowerPoint. 4. Find out how old each player is. 5. Copy this to PowerPoint. 6. Find out what team one player plays for. 7. Find that teams website. Judge how much they can do independently. Take note and revisit those skills before moving on.

Maple – Office Programs

Office Programs

Using the right program

Understand that different programs are used for different reasons:

- ❑ Word – letters etc.
- ❑ PowerPoint – presentations

Give a variety of tasks and students have to pick the program they would use and explain why.

Using Word

Be able to confidently use word.

Why use word?

- ❑ Letters
- ❑ Instructions
- ❑ Reports
- ❑ Fact Files etc.

Text:

- ❑ Writing a sentence
- ❑ Editing text
  - Size
  - Colour
  - Font
- ❑ Formatting text
  - Alignment
  - Underline/Bold/Italic and why we do it.

Images:

- ❑ Copy & Paste from internet
- ❑ Resizing
- ❑ Adding borders/effects (Double click the image)

Corrections:

- ❑ Red line corrections
- ❑ Blue line corrections

Spotting Similarities

Be able to spot the similarities between the menus in Office Programs.

Open PowerPoint. Ask them to do similar tasks to what they did with word.

- ❑ Does the menu look similar?
- ❑ How do you change the text?
- ❑ How do you copy and paste a picture?
- ❑ How to you resize a picture?
- ❑ How do you add borders?
- ❑ How do you make corrections?

Strong focus on the fact that although the programs are different, the buttons, icons and menu are laid out in a very similar way. They should always be able to find buttons in similar places.

Using PowerPoint

Be able to confidently use PowerPoint.

Why use PowerPoint?

- ❑ Sharing information
- ❑ Presentations
- ❑ Seen by large groups

Recap skills used in word. All should be the same in PowerPoint.

Presentation:

- ❑ Use big text, big pictures.
- ❑ Creating text boxes.
- ❑ Arranging text and images.
- ❑ Adding animations.
- ❑ Showing in presentation mode.
- ❑ Adding transitions.

Using Shapes

Be able to use shapes to make work look more appealing.

What are shapes?

What can we do with them?

- ❑ Colour
- ❑ Add text
- ❑ Resize

Why do we use them?

- ❑ Highlight information
- ❑ Make it look more interesting

Practice using shapes in Office Programs.

- ❑ Adding shapes
- ❑ Resizing/relocating
- ❑ Changing colour
- ❑ Changing outline
- ❑ Adding text
- ❑ Changing font/colour of text in shape
- ❑ Using shapes for effect

Assessment

Recap learning, challenges to see how much they can independently do.

E.g.

1. Here is a completed example of some instructions.
2. Recreate the instructions on word, match the colours, pictures and alignment of text.
3. (same for PowerPoint.)

Maple – Databases

Databases

Collecting data	What is a database?	Making a database	Filter Data	Using graphs	Assessment
Understand what data is. What is a data? *Information we can collect about a topic. E.g. Hair colours in my class.* Collecting Data: ❑ Give students a focus to collect data from the room (e.g. student details, name, age, hair colour, eye colour etc.) ❑ Write it in a premade table. ❑ Ask students what else they could collect data on. ❑ Ask students to collect their own data and record it Ideas to prompt: - Favourite Foods - Favourite Games etc.	Understand what a database is. What is a database? *A place where we store data that we have collected.* Why use a database? *Let's us organise, sort and look at the data we have collected to answer questions e.g. "Who is the tallest in the school?"* ❑ Use Microsoft Excel to create a database as a class using the information they collected last week. ❑ Recap Word/PowerPoint skills to help them. ❑ Resize columns to fit data in.	Be able to create a database from scratch. Ask students to pick a topic from: ❑ Football players ❑ Pokémon ❑ Singers Work with them to create suitable headers, e.g.: ❑ Name ❑ Team ❑ Goals ❑ Matches played Guide them with using the internet to find the information they need to complete their database.	Be able to apply filters to data to sort through it. What is filtering? *Removing data we don't want to see.* ❑ Apply filters to the columns. ❑ Practice filtering different information e.g. only show blue eyes. ❑ Give a premade database, complete investigation activity to find out who committed the crime.	Be able to use data to create a graph. ❑ Show students pie charts and bar charts. ❑ Ask simple questions, e.g. "What colour was the favourite?" "What food did people like best?" Discuss why charts are useful. ❑ Get students to collect data on a simple question: - Favourite Food - Favourite colour etc. ❑ Create a database on Excel showing the options and how many votes each option got. ❑ Create a pie/bar chart to show their results.	Recap learning, use challenges to see how much they can independently do. E.g. 1. Pick a question to collect data about. 2. Choose headers for your database. 3. Complete the database with the information you collected. 4. Create a chart to show this information. Judge how much they can do independently. Take note and revisit those skills before moving on.

Maple – Photography

Photography

Digital Photographs	Portrait or Landscape	Position, frame and Subject	Filters	Combining Images	Assessment
Be able to take a digital photograph. Understand what a "Digital" photograph is. *A photograph taken on a digital device, like an iPad, Smart Phone etc. In comparison to a physical photograph in a frame.* ❑ Use the iPads, show students how to load up the camera. ❑ Show the picture and video functions. ❑ Show how to take a picture. ❑ Practice looking at pictures that have been taken. ❑ Practice deleting pictures that we don't like. ❑ Ask students to take pictures of objects around the room, like a scavenger hunt.	Understand what portrait and landscape are. Understand the difference: ❑ *Portrait – for taller objects, chair, bottle etc.* ❑ *Landscape – for wider objects, TV, table etc.* ❑ Find 5 objects around the room to take portrait photos of. ❑ Find 5 objects around the room to take landscape photos of. ❑ Encourage students to take more than one photo of each and to delete any photos they don't like.	To understand the three rules of photography. Show examples of poor photos that are blurry, too close up, too far away, off centre etc. Ask students how they could improve the photo. Introduce three rules: ❑ Position – Is the object in the middle of the photo? ❑ Framing – Can you see the entire object? Don't cut any off. ❑ Subject – Is it clear what the photo is about? Zoom in so it is obvious what the photo is meant to be of. Combine these rules with the skills gained so far and ask students to take "perfect pictures" in a scavenger hunt. Encourage them to delete and retake photos that they don't think are good enough.	Be able to add filters to an image for a desired effect. What is a filter? *Something we use to change the appearance of an image.* Ask students to take pictures of objects. Model how to apply filters to each image. Give them the following categories and ask them to make the images fit the category using filters: ❑ Old fashioned (black and white) ❑ Alien (Brightly coloured/changed colour) ❑ Scary (Dark and blurry)	To be able to combine two or more images to create a new one. Discuss photo editing. ❑ Why do it? ❑ Is it a good thing? ❑ Can it be a bad thing? ❑ Can you spot an image that has been edited? Use Pic Collage to create a collage of the images they have taken over the topic. Add stickers, colours, words, backgrounds etc. to turn the old images into something new.	Judge how students perform during the process and during the pic collage creation to ascertain how much they can do independently.

P1Y7 Computing @ Oakwood

	Computer Science	Digital Literacy	ICT

Year 7

AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Me and My Computer	Creating Media 1	Programming 1	Data & Information	Creating Media 2	Programming 2
Using my Computer	Creating Publications	Programming Sequences	Branching Databases	Creating Animations	Programming Events and Actions
CS DL ICT	DL ICT	CS DL	CS DL ICT	DL ICT	CS DL
Students explore the basics of the Oakwood Computing systems. They focus on using computers productively, exploring skills such as; logging in, using the file explorer, organising work and folders etc. Students explore the Google Classroom.	Students create documents by modifying text, images and page layouts for specific purposes.	Students explore a block-based programming language to make music.	Students build, and use, branching databases to group objects using yes/no questions.	Students capture and edit digital images to produce a stop-frame animation that tells a story.	Students write algorithms and programs that use a range of events to trigger sequences of actions.

Maths Links

		Time	WK 14-15, 37-38	**Properties of a 2D shape:**	WK 5-6			**Time:**	WK 14-15, 37-38
		Number	WK 3-4					**Number:**	WK 3-4

P1Y8 Computing @ Oakwood

Computer Science	Digital Literacy	ICT

Year 8

AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Me and My Computer	Creating Media 1	Programming 1	Data & Information	Creating Media 2	Programming 2
Communicating Online	Creating Edited Photos	Programming Shapes	Flat File Databases	Creating Podcasts	Programming Games
CS DL ICT	DL ICT	CS DL	CS DL ICT	DL ICT	CS DL
Students explore what the internet is and a variety of ways they can communicate online. They explore emails, social media and instant messaging with a focus on safe and appropriate use.	Students manipulate digital images for specific purposes, and reflect upon how the changes they have made might have an impact on the original message of the image.	Students are introduced to text based programing, they explore count-controlled loops and procedures in order to draw shapes.	Students explore what data and databases are. They learn how to create their own databases, sort and filter information and the basics of using formulae. Students focus on asking and answering questions based on their data.	Students capture and edit audio to produce different sounds, for a variety of reasons, including creating a podcast. Students explore copyright law.	Students use a block-based programming language to explore count-controlled and infinite loops when creating a game.

Maths Links

		Place Value	WK 3-4	**Place value**	WK 3-4	**Time**	WK 14-15, 37-38.	**Place Value**	WK 3-4
		Measures	WK 7-8					**Measures**	WK 7-8
		Position and Direction	WK 12-13	**Statistics**	WK 16-17, 35.	Decimals	WK 25-26	**Position and Direction**	WK 12-13
		Angles	WK 30-31						

P1Y9 Computing @ Oakwood

Computer Science	Digital Literacy	ICT

Year 9

AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Me and My Computer	Creating Media 1	Programming 1	Data & Information	Creating Media 2	Programming 2
What's inside a computer?	Creating Vector Graphics	Programming Selection in Quizzes	Spreadsheets	Creating Videos	Programming Selection in Games
CS DL ICT	DL ICT	CS DL	DL ICT	DL ICT	CS DL
Students explore the internal components of a computer and understand what their purposes are.	Students create images in a drawing program by using layers and groups of objects.	Students explore selection in programming to design and code their own interactive quizzes.	Students explore Spreadsheets; What they are, what they are used for and how to create their own. They explore functions and formulae.	Students plan, capture and edit their own videos to produce a short film.	Students explore selection in programming.

Maths Links

		Time	WK 14-15 37-38	**Statistics**	WK 16-17 35	**Time**	WK 14-15 37-38	**Time**	WK 14-15 37-38
		Position and Direction	WK 12-13					**Position and Direction**	WK 12-13
		Angles	WK 30-31	**Multiplication and Division**	WK 19-20	**Decimals**	WK 25-26	**Angles**	WK 30-31
		Ratio	WK 32					**Ration**	WK 32

P2Y7 Computing @ Oakwood

Computer Science	Digital Literacy	ICT

Year 7

AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Me and My Computer	Creating Media 1	Programming 1	Data & Information	Creating Media 2	Programming 2
Using my Computer		Programming a Robot	Grouping Data	Creating Media	Animations
CS DL ICT		CS DL	CS DL ICT	DL ICT	CS DL
Students explore the basics of the Oakwood Computing systems. They focus on using computers productively, exploring skills such as; logging in, using the file explorer, organising work and folders etc. Students explore the Google Classroom.		Students explore programming basics and begin to program a robot using physical inputs. They explore the concept of algorithms and the precise instructions a program needs to follow to function.	Students explore the basics of working with Data by grouping objects, exploring attributes and identifying appropriate labels. They begin asking simple questions about the data they organise.	Students focus on creating two types of media: Digital Writing and Digital Pictures. They explore how to format and edit digital media.	Students program basic animations as an introductory task to creating programs on a computer.

Maths Links

Place Value:	WK 3-4	**Properties of 2D Shapes:**	WK 5-6	**Properties of 2D Shapes:**	WK 5-6	**Time:**	WK: 14-15 37-38.
Measures:	WK 7-8	**Measures:**	WK 7-8				
Addition/ Subtraction:	WK 10-11						
Position/ Direction:	WK 12-13	**Statistics:**	WK 16-17, 35.				

P2Y8 Computing @ Oakwood

Computer Science	Digital Literacy	ICT

Year 8

AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Me and My Computer	Creating Media 1	Programming 1	Data & Information	Creating Media 2	Programming 2
Communicating Online	Creating the Perfect Picture	Robot Algorithms	Pictograms	Creating Music	Programming Quizzes
CS DL ICT	DL ICT	CS DL	CS DL ICT	DL ICT	CS DL
Students explore what the internet is and a variety of ways they can communicate online. They explore emails, social media and instant messaging with a focus on safe and appropriate use.	Students explore digital photography, with a focus on what makes a good photograph. They explore positioning, framing, lighting, effects and more.	Students explore Algorithms with a focus on programming a robot. They understand the concept of ordering their algorithm correctly and explore the process of debugging if done incorrectly.	Students explore creating Pictograms digitally. They recap previous learning on Data, Grouping and Attributes to create new sets of data and use it to compare results.	Students use a variety of online tools to create music digitally. They explore the concepts of Tempo and Pitch and compare the advantages of digital music to analogue.	Students explore the concept of design briefs for a program, with a focus on creating a digital quiz. They explore a variety of briefs, modify them, create their own and finally create their own quiz.

Maths Links

			Place Value	WK 3-4	**Statistics**	WK 16-17, 35.			**Place Value**	WK 3-4
			Measures	WK 7-8					**Measures**	WK 7-8
			Addition and Subtraction	WK 10-11					**Add & Sub**	WK 10-11
			Position and Direction	WK 12-13					**Pos & Dir**	WK 12-13

P2Y9 Computing @ Oakwood

	Computer Science	Digital Literacy	ICT

Year 9

AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Me and My Computer	Creating Media 1	Programming 1	Data & Information	Creating Media 2	Programming 2
Being Respectful Online	Creating Publications	Programming Sequences	Branching Databases	Creating Animations	Programming Events and Actions
CS DL ICT	DL ICT	CS DL	CS DL ICT	DL ICT	CS DL
Students explore the concept of a digital self and how their online actions affect their real world selves. They explore how to be responsible digital citizens.	Students create documents by modifying text, images and page layouts for specific purposes.	Students explore a block-based programming language to make music.	Students build, and use, branching databases to group objects using yes/no questions.	Students capture and edit digital images to produce a stop-frame animation that tells a story.	Students write algorithms and programs that use a range of events to trigger sequences of actions.

Maths Links

		Time	WK 14-15, 37-38	**Properties of a 2D shape:**	WK 5-6	**Time:**	WK 14-15, 37-38
		Number	WK 3-4			**Number:**	WK 3-4

KS4 Core Computing @ Oakwood

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Y10 Core – S & F	**WJEC Entry Pathways – ICT Fundamentals Entry 3 – 6384/E3**		**WJEC Entry Pathways – Presentation Software Entry 3 – 6393/E3**		**WJEC Entry Pathways – Spreadsheet Software Entry 2 – 6389/E2**	
	Students explore the fundamentals of using ICT. They examine the main components of a computer system and how to use, maintain and troubleshoot them. They learn how to organise computer systems effectively. They explore safe use of ICT in a variety of scenarios.		Students explore Presentation Software, with a focus on Microsoft PowerPoint. They examine the uses for Presentation software and look at best practice for creating their own. They will gain valuable presentation skills and work towards collecting evidence for their qualification.		Students explore Spreadsheet Software, with a focus on Microsoft Excel. They examine the uses for Spreadsheet software and learn how to collect, store and analyse data. They will explore commonly used formulae in Excel, create tables to house information, use sort and search functions, as well as creating graphs and charts to present their findings	
			Measurements: WK19-20. Statistics: WK 25-26		Measurements: WK 19-20 Money: WK 33-34 Statistics: WK 25-26	
Y11 Core – S & F	**WJEC Entry Pathways – Using Email Entry 3 – 6401/E3**		**Submission Activities / ICT For Life**		**End of school Activities**	
	Students explore the world of electronic mail. They will gain the understanding of how emails work and their appropriate use. They explore relevant safety issues surrounding the use of email, how to set up contact lists, group contacts for various tasks and how they can use email to work collaboratively.		Students will finalise their coursework ready to be submitted for moderation. When finished, students will explore useful ICT skills for life: ❑ CV Writing ❑ Job Searching ❑ Additional basic email skills		**Carousel of choices:** Video Editing: Leavers videos Game Design: Kodu Pixel Art	

KS4 Core Computing @ Oakwood

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Y10 Core – Pine	**WJEC Entry Pathways – ICT Fundamentals Entry 2 – 6384/E2**		**WJEC Entry Pathways – Presentation Software Entry 2 – 6393/E2**		**WJEC Entry Pathways – Spreadsheet Software Entry 2 – 6389/E2**	
	Students explore IT Fundamentals, including internet safety, hardware, software and best practice. A heavy focus is placed on how to stay safe online and what information is acceptable to share and what is not.		Students explore Presentation Software, with a focus on Microsoft PowerPoint. They examine the uses for Presentation software and look at best practice for creating their own. They will gain valuable presentation skills and work towards collecting evidence for their qualification.		Students explore Spreadsheet Software, with a focus on Microsoft Excel. They examine the uses for Spreadsheet software and learn how to collect, store and analyse data. They will explore commonly used formulae in Excel, create tables to house information, use sort and search functions, as well as creating graphs and charts to present their findings.	
			Measurements: WK19-20. Statistics: WK 25-26		Measurements: WK 19-20 Money: WK 33-34 Statistics: WK 25-26	
Y11 Core – Pine	**WJEC Entry Pathways – Word Processing Entry 2 – 6391/E2**		**Submission Activities / ICT For Life**		**End of school Activities**	
	Students explore Word Processing software, with a focus on Microsoft Word. They examine the uses for Word Processing, including the clear and precise presentation of information. They will gain valuable word processing skills and work towards collecting evidence for their qualification.		Students will finalise their coursework ready to be submitted for moderation. When finished, students will explore useful ICT skills for life: ❑ CV Writing ❑ Job Searching ❑ Additional basic email skills		**Carousel of choices:** Video Editing: Leavers videos Game Design: Kodu Pixel Art	

KS4 Core Computing @ Oakwood

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Y10 Core – Maple	**WJEC Entry Pathways – IT Fundamentals Entry 2 – 6384/E2**		**WJEC Entry Pathways – Presentation Software Entry 1 – 6393/E1**		**WJEC Entry Pathways – Spreadsheet Software Entry 1 – 6389/E1**	
	Students explore IT Fundamentals, including internet safety, hardware, software and best practice. A heavy focus is placed on how to stay safe online and what information is acceptable to share and what is not.		Students explore Presentation Software, with a focus on Microsoft PowerPoint. They examine the uses for Presentation software and look at best practice for creating their own. They will gain valuable presentation skills and work towards collecting evidence for their qualification.		Students explore Spreadsheet Software, with a focus on Microsoft Excel. They examine the uses for Spreadsheet software and learn how to collect, store and analyse data. They will explore commonly used formulae in Excel, create tables to house information, use sort and search functions, as well as creating graphs and charts to present their findings.	
			Measurements: WK19-20.	Statistics: WK 25-26	Measurements: WK 19-20	Statistics: WK 25-26
Y11 Core – Maple	**WJEC Entry Pathways – Word Processing Entry 2 – 6391/E2**		**Submission Activities / ICT For Life**		**End of school Activities**	
	Students explore Word Processing software, with a focus on Microsoft Word. They examine the uses for Word Processing, including the clear and precise presentation of information. They will gain valuable word processing skills and work towards collecting evidence for their qualification.		Students will finalise their coursework ready to be submitted for moderation. When finished, students will explore useful ICT skills for life: ❑ CV Writing ❑ Job Searching ❑ Additional basic email skills		**Carousel of choices:** Video Editing: Leavers videos Game Design: Kodu Pixel Art	

Options Computing @ Oakwood

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Y10 Options	**Understand the purpose of Advertising** **Entry 3 – Credits: 3 – KA1/E3/LQ/001**		**Creative Media Production Skills** **Entry 3 – Credits: 4 – KB2/E3/LQ/001**		**Developing Animation** **Entry 3 – Credits: 3 – KB2/E3/LQ/002**	
	Learners will: ❑ Identify examples of advertisements. ❑ Identify key features of advertisements. ❑ Understand how advertisements appeal to specific audiences. ❑ Plan their own ideas for advertising a product. ❑ Present their own ideas for advertising a specific product.		**Learners will:** ❑ Plan the production of a media product showing consideration of some key aspects. ❑ Produce a media product in line with their own plan. ❑ Present their media product to others so that they understand the purpose of the product and its key features. ❑ Improve aspects of their product based on feedback.		**Learners will:** ❑ Generate ideas for an animated sequence. ❑ Create story-boards for an animated sequence. ❑ Create an animated sequence in line with their own story-boards. ❑ Improve their animations based on feedback. **Maths Links: Measurements: 19-20.**	
Y11 Options	**Images and Design in Newspaper and Magazines.** **Entry 3 – Credits: 3 – KH5/E3/LQ/001**		**Introduction to Interactive Media Products** **Entry 3 – Credits: 3 – KJ3/E3/LQ/002**		**End of year activities**	
	Learners will: ❑ Plan a newspaper or magazine to a set brief. ❑ Produce a newspaper/magazine ❑ Understand core concepts of page design. ❑ Use images in effective and appropriate ways. ❑ Use text in effective and appropriate ways. ❑ Understand the importance of sections and use them appropriately. ❑ Improve aspects of their work based on feedback.		**Learners will:** ❑ Plan an interactive media product to a brief. ❑ Produce an interactive media product in line with their own plan. ❑ Test their products with users and gather feedback. ❑ Improve aspects of their own work based on this feedback. ❑ Present the planned interactive media product communicating it's key features.		**Carousel of choices:** Video Editing: Leavers videos Game Design: Kodu Pixel Art	