# Key Stage 4/5 Aspire Curriculum Map ICT/Computing

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|---|---|---|---|---|---|---|
| 1 | **Autumn Half Term 1** | **Autumn Half Term 2** | **Spring Half Term 1** | **Spring Half Term 2** | **Summer Half Term 1** | **Summer Half Term 2** |
| | **Knowledge acquired** | | | | | |
| | Keeping safe | Keeping Safe | Being healthy | Being healthy | The Lion, The Witch and The Wardrobe | The Lion, The Witch and The Wardrobe |
| 2 | **Autumn Half Term 1** | **Autumn Half Term 2** | **Spring Half Term 1** | **Spring Half Term 2** | **Summer Half Term 1** | **Summer Half Term 2** |
| | **Knowledge acquired** | | | | | |
| | Getting things done and following instructions | Getting things done and following instructions | Health and Safety Looking and acting the part | Health and Safety Looking and acting the part | Understanding what money is used for | Understanding what money is used for |
| | **Autumn Half Term 1** | **Autumn Half Term 2** | **Spring Half Term 1** | **Spring Half Term 2** | **Summer Half Term 1** | **Summer Half Term 2** |
| | Kensuke's Kingdom . | Kensuke's Kingdom | Georges Marvellous Medicine | Georges Marvellous Medicine | Shakespeare | Shakespeare |
| | **Autumn Half Term 1** | **Autumn Half Term 2** | **Spring Half Term 1** | **Spring Half Term 2** | **Summer Half Term 1** | **Summer Half Term 2** |
| | Alice in Wonderland | Alice in Wonderland | Wizard of Oz | Wizard of Oz | Charlotte's Web | Charlotte's Web |
| | **Skills acquired** | | | | | |
| | • **PUPILS WILL CONTINUE REINFORCING AND DEVELOPING SKILLS WHICH WERE TAUGHT IN THE THRIVE CURRICULUM**<br>• They learn to **advocate for their needs**—for example, choosing the most accessible tool or asking for support when needed.<br>• These activities encourage pupils to **make choices, solve problems, and share their ideas**, fostering a sense of agency.<br>• tactile coding tools help develop **spatial reasoning**, which supports mobility and orientation in both digital and physical environments.<br>• Pupils learn to **plan routes and anticipate movement**, which can translate into real-world navigation skills. | | | | | |

- Exploring the internet with personalised methods of **accessibility** teaches pupils how to **navigate digital spaces safely and independently**, a vital life skill.
- They gain awareness of **online risks and protective behaviours**, tailored to their access needs.
- Using Siri and iPads builds **confidence in voice-controlled technology**, allowing pupils to access tools, search information, and complete tasks without relying on visual interfaces.
- Touch Typing supports **efficient written communication**, enabling pupils to participate in mainstream digital environments with ease.
- Pupils learn to **express themselves confidently** using sound, which can become a primary mode of communication and creativity.
- Activities like podcast creation and Code Jumper promote **active listening**, **clear speech**, and **storytelling skills**, which are especially valuable when visual cues are limited.
- **Sequential thinking** through Code Jumper and BeeBots helps pupils understand cause and effect, which is foundational for both coding and real-world navigation.
- **Auditory memory and reasoning** are strengthened when pupils follow spoken instructions or create sound-based content.

## Digital Literacy Skills Acquired

- Accessibility and assistive technology
- Digital independence
- Online safety and digital citizenship
- Digital navigation
- Information retrieval
- Voice-controlled technology
- Touch typing and digital input
- Digital communication
- Digital content creation
- Computational thinking and problem-solving

## Oracy Skills Acquired

- Listening to and following verbal instructions
- Using appropriate technical and digital vocabulary
- Asking relevant questions to clarify understanding
- Explaining how technology, devices and digital tools work
- Describing processes and giving step-by-step instructions
- Expressing opinions about online safety and digital issues
- Justifying decisions and choices when using technology
- Presenting information to an audience
- Discussing and evaluating digital content and information
- Participating in collaborative discussions and activities
- Giving and responding to feedback
- Communicating needs and preferences relating to accessibility and assistive technology

**Key Assessments taking place**

- Task based observations
- Verbal reflections
- Portfolio of work (Tapestry or saved documents)
- Skills checklist (Progress trackers)

**Home learning opportunities available**

- Using accessibility features and assistive technology on personal devices to increase independence.
- Using digital calendars, reminders and notes apps to organise daily activities and appointments.
- Checking weather forecasts, bus/train times or local information using accessible technology.
- Accessing audiobooks, podcasts and digital reading materials independently.
- Practising safe online behaviours, including recognising scams, suspicious messages and phishing attempts.

- Using voice assistants (e.g. Siri, Alexa or Google Assistant) to access information, set reminders and complete tasks.
- Exploring apps and websites that support independent living, leisure activities and personal interests.