Key Stage 3 Curriculum Map ICT/Computing

Y 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					
	Topic – All About Me	Topic – All About Me	Castles – Turrets and Tiaras	Castles – Turrets and Tiaras	Living Things	Living Things
Y2	**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					
	Pirates	Pirates	Space – To infinity and beyond	Space – To infinity and beyond	World War 2 #Dig for Victory	World War 2 #Dig for Victory
	Autumn Half Term 1	**Autumn Half Term 2**	**Spring Half Term 1**	**Spring Half Term 2**	**Summer Half Term 1**	**Summer Half Term 2**
	Victorians – 10 things the Victorians did for us.	Victorians – 10 things the Victorians did for us.	Dinosaurs and Volcanos	Dinosaurs and Volcanos	Flight	Flight
	Skills acquired					
	• They learn to **advocate for their needs**—for example, choosing the most accessible tool or asking for support when needed. • These activities encourage pupils to **make choices, solve problems, and share their ideas**, fostering a sense of agency. • tactile coding tools help develop **spatial reasoning**, which supports mobility and orientation in both digital and physical environments. • 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

- Using accessibility features and assistive technology effectively.
- Navigating digital devices and online environments independently.
- Understanding online safety and protective behaviours.
- Using voice-controlled technology (e.g. Siri) to access information and complete tasks.
- Searching for and retrieving information using digital technologies.
- Touch typing and efficient digital input skills.
- Digital communication through a range of accessible technologies.
- Creating digital and audio-based content.
- Computational thinking through coding and sequencing activities.
- Digital problem-solving and independent decision-making.

Communication & Oracy Skills

- Communicating ideas clearly and confidently.
- Active listening and responding to spoken information.
- Clear speech and verbal expression.
- Storytelling and sharing information with others.
- Explaining choices, preferences and accessibility needs.
- Reflecting on learning through discussion and verbal feedback.
- Self-advocacy and asking for support when required.

	Key Assessments taking place
	• Task based observations • Verbal reflections • Portfolio of work (Tapestry or saved documents) • Skills checklist (Progress trackers)

Home Learning Opportunities

Using voice assistants (e.g. Siri, Alexa) to set reminders, ask questions and complete everyday tasks independently.

Accessing audiobooks, podcasts and music using assistive technology and discussing favourite content with family members.

Practising touch typing, keyboard skills or alternative access methods on home devices.

Using accessible technology to find practical information such as weather forecasts, transport times or local services.

Exploring and practising accessibility features on personal devices to increase independence at home.