ICT FOUNDATION PROGRAMME — STAGE 2

Scheme of work · 60 lessons · 60 guided hours

Draft v0.1 · For approval · Awaken Innovation Lab · 28 November 2026

---

0. Status and basis

ITEM	DETAIL
Stage	**2 of 5** — scheme of work
Approved basis	Stage 1 architecture (`ICT-Framework.md`), confirmed 28 November 2026
Confirmed settings	12 students · 12 laptops, 1:1 · LibreOffice primary, Office mapped · students sit examinations at an external centre
Duration	30 weeks · 2 lessons per week · 60 minutes each · **60 guided hours**
Lessons	**60**, numbered continuously 1–60
Next stage	Stage 3 — detailed lesson plans, in batches of ten

This document fixes **what is taught, in what order, and what each lesson produces**. It does not contain lesson scripts; those are Stage 3. It exists so that 60 lesson plans can be written without re-deciding the sequence halfway through.

---

1. How to read the tables

- One lesson = one 60-minute block = one guided hour.
- **Output** is the file or artefact the student saves. If a lesson produces no file, it produces nothing that can be evidenced — those lessons are marked *no file* and are deliberate.
- **Check** is the formative method, not a grade. Summative assessments are marked against the Stage 4 rubrics.
- The file naming convention is introduced in Lesson 1 and enforced in every later lesson: `L##_Surname_Topic` (for example `L15_Aung_Tables`).
- Module codes match Stage 1: M1–M10, A1–A3.

---

2. Term 1 — Foundations (Lessons 1–20)

#	LESSON	LEARNING OUTCOME — THE STUDENT CAN…	OUTPUT	CHECK
1	**A1 · Start here** — diagnostic and lab induction	Set up the course folder and naming convention; complete a baseline task without help	`L01_Surname_Diagnostic`	Diagnostic checklist (not graded)
2	**M1 · What a computer is for**	Identify hardware and software and name the four functions — input, process, output, storage — in a real laptop	Labelled diagram	Exit ticket: name the four functions
3	**M1 · Input, output and storage devices**	Choose an appropriate device for three scenarios and give one reason each	Device selection table	Teacher check against model answers
4	**M1 · Inside the box**	Explain what CPU, RAM and storage do, and what GHz and GB mean in a laptop advertisement	Annotated spec comparison	Exit ticket: two specs, one recommendation
5	**M1 · Software and file types**	Distinguish operating system from application software; match ten extensions to their purpose	File-type table	Self-check against the answer sheet
6	**M1 · Safe lab, first-line faults**	Apply the lab rules and diagnose three common faults — power, display, frozen application	Fault log, 3 rows	Observation against the safety checklist
7	**M2 · Folders and names**	Build the course folder tree to the given convention, with correct names	Folder screenshot	Tree checked against the convention
8	**M2 · Moving, copying, renaming**	Perform ten file operations without losing or duplicating a file; choose a sensible format	File audit sheet	File audit: all ten results correct
9	**M2 · Storage, backup, recovery**	Recommend a storage and backup arrangement for a scenario, with one trade-off named	One-page recommendation	Teacher check: method justified
10	**M2 · Finding things again**	Retrieve a file using search, properties, recent files and the recycle bin	Retrieval log, 4 methods	Exit ticket: which method and why
11	**M3 · Page setup**	Set A4, orientation, margins and paragraph spacing to a written specification	`L11_Surname_Setup`	Spec checklist, self-marked

#	LESSON	LEARNING OUTCOME — THE STUDENT CAN…	OUTPUT	CHECK
12	**M3 · Text and paragraph formatting**	Apply a house style to supplied text — font, size, alignment, spacing	`L12_Surname_HouseStyle`	Side-by-side check against the style sheet
13	**M3 · Styles**	Apply heading and body styles so formatting is consistent and editable	`L13_Surname_Styles`	Style list inspected; no direct formatting
14	**M3 · Headers, footers, numbering**	Add a header, footer and page numbers, including a different first page	`L14_Surname_Report`	Observation; printed check
15	**M3 · Tables that behave**	Build a table with merged cells, set column widths, and repeat a header row across pages	`L15_Surname_Tables`	Table survives editing and printing
16	**M3 · Images and wrapping**	Insert, crop and wrap an image; add a caption that stays attached	`L16_Surname_Images`	Image anchored, caption correct
17	**M3 · Proofing**	Use spell-check, find and replace, and a consistency check; record what was changed	`L17_Surname_Proofed` + change note	Two deliberate errors found and fixed
18	**M3 · Export to PDF**	Export a correct PDF and verify fonts, page count and links in the exported file	`L18_Surname_Final.pdf`	PDF opened on a second machine or viewer
19	**A1 · Skills Assessment A — part 1**	Complete a file-management task to a brief, under assessment conditions	Assessment folder	Marked — Stage 4 rubric
20	**A1 · Skills Assessment A — part 2**	Produce a document to an unseen specification and export it	Source + PDF	Marked — Stage 4 rubric

Term 1 totals: M1 5 h · M2 4 h · M3 8 h · A1 3 h = **20 h**.

---

3. Term 2 — Data and Communication (Lessons 21–40)

#	LESSON	LEARNING OUTCOME — THE STUDENT CAN…	OUTPUT	CHECK
21	**M4 · The grid**	Identify cells, ranges, rows, columns and sheets; enter text, numbers and dates in the right type	`L21_Surname_Grid`	Exit ticket: three data types
22	**M4 · Make it readable**	Format numbers, currency, dates and column widths; add a validation rule	`L22_Surname_Format`	Validation rejects a bad entry
23	**M4 · Formulas**	Write arithmetic formulas with correct operator order and cell references	`L23_Surname_Formulas`	Six formulas produce the expected values
24	**M4 · Copy and fill**	Predict and verify how relative references change when a formula is copied	`L24_Surname_Fill`	Predictions match results
25	**M4 · Absolute references**	Fix a rate cell so it does not shift, and explain why `$` is needed	`L25_Surname_Rates`	Model correct after fill in both directions
26	**M4 · Functions**	Use SUM, AVERAGE, MIN, MAX and COUNT correctly on a range	`L26_Surname_Summary`	Five outputs correct
27	**M4 · IF**	Write a simple IF that returns one of two results, including a boundary value	`L27_Surname_Grades`	Boundary case handled
28	**M4 · Sort and filter**	Sort on two keys and filter a list without corrupting the data	`L28_Surname_Sorted`	Filtered view correct; original intact
29	**M4 · Charts and what they say**	Choose a suitable chart, build it, and name one thing it shows and one it hides	`L29_Surname_Chart`	Chart type justified in one sentence
30	**M5 · Database or spreadsheet?**	Explain the difference and identify tables, records and fields in an example	Comparison sheet	Exit ticket: which tool for which job
31	**M5 · Design a table**	Specify fields, data types and validation for a given scenario	Design sheet	Design reviewed before building
32	**M5 · Keys and rules**	Choose a primary key and add validation that rejects bad records	`L32_Surname_Design`	Bad record rejected
33	**M5 · Build it**	Create the table and enter 20 records accurately	`L33_Surname_Club.odb`	Record count and spot checks

#	LESSON	LEARNING OUTCOME — THE STUDENT CAN…	OUTPUT	CHECK
34	**M5 · Ask it questions**	Run a query, sort the result and produce a simple report	Query output + report	Query returns the expected rows
35	**M6 · Audience and story**	Write an audience statement and storyboard six slides	Storyboard	Storyboard matches the audience
36	**M6 · Build the deck**	Build six slides using layouts and consistent formatting	`L36_Surname_Deck`	Consistency check
37	**M6 · Media and access**	Add an image and a chart; add alt text and check contrast	`L37_Surname_Deck`	Alt text present; contrast passes
38	**M6 · Deliver**	Present for two minutes without reading the screen; give one useful peer comment	Talk + feedback sheet	Observation; peer feedback
39	**A2 · Skills Assessment B — part 1**	Build a spreadsheet model to a brief, with absolute references and functions	Workbook	Marked — Stage 4 rubric
40	**A2 · Skills Assessment B — part 2**	Query the class database, add one slide, and complete a short quiz	Query, slide, quiz	Marked — Stage 4 rubric

Term 2 totals: M4 9 h · M5 5 h · M6 4 h · A2 2 h = **20 h**.

> **Note on the double assessment.** Skills Assessment B is 90 minutes and does not fit a single lesson. It runs across Lessons 39–40; the quiz occupies the final 30 minutes of Lesson 40. Do not split it across weeks.

---

4. Term 3 — Information, Responsibility, Integration (Lessons 41–60)

#	LESSON	LEARNING OUTCOME — THE STUDENT CAN…	OUTPUT	CHECK
41	**M7 · Internet and web**	Distinguish internet from web; label the parts of a URL and say what each does	Annotated URL	Exit ticket: protocol, domain, path
42	**M7 · Search better**	Use quotation marks, site and file-type operators; record three queries and why each was chosen	Search log	Log shows three distinct strategies

#	LESSON	LEARNING OUTCOME — THE STUDENT CAN…	OUTPUT	CHECK
43	**M7 · Is this source any good?**	Apply a five-point credibility checklist to five sources and reject two with reasons	Source evaluation sheet	Two rejections justified
44	**M7 · Download and upload safely**	Choose a safe file format, name and scan a download; explain the risk of an unknown attachment	Download log	Risk named for two file types
45	**M7 · Email like a professional**	Write a subject line, structured body, attachment and signature; reply to a difficult message	Draft email	Teacher check against the email rubric
46	**M8 · Passwords and MFA**	Create a strong passphrase and explain multi-factor authentication in one sentence	Password policy card	Card checked; no real password written
47	**M8 · Phishing and malware**	Identify five scams and state the correct action for each, including what not to click	Scam analysis	Five correct actions
48	**M8 · Privacy and footprint**	Explain what personal data is collected, how a footprint persists, and how to respond to cyberbullying	Scenario responses	Two scenarios answered
49	**M8 · Copyright, attribution, AI**	Attribute an image and a text source correctly; state when AI assistance must be acknowledged	Reference list + AI note	References follow the given format
50	**M9 · How a page is built**	Write a valid HTML skeleton with a title, heading and paragraph; save it in the site folder	`index.html`	Page opens in a browser
51	**M9 · Text, lists, links**	Add headings, a list and a working relative link between two pages	2-page site	Both links work offline
52	**M9 · Images and testing**	Add an image with alt text; test every link and fix a broken path	3-page site	Link test sheet, all pass
53	**M10 · Capstone brief and plan**	Analyse the brief, build the folder structure and set three milestones	Plan + folders	Plan approved before work starts
54	**M10 · Capstone data**	Analyse the supplied data and produce two charts that answer the brief	Workbook + charts	Charts answer the brief, not decorate it
55	**M10 · Capstone report**	Produce a formatted report with a table, an image and a conclusion	Report + PDF	Spec checklist
56	**M10 · Capstone presentation and site**	Build a six-slide deck and a linked page that present the findings	Deck + site	Content matches the report

#	LESSON	LEARNING OUTCOME — THE STUDENT CAN…	OUTPUT	CHECK
57	**M10 · Capstone review and submission**	Check the portfolio against the evidence list, fix naming, and submit	Portfolio	Submission audit
58	**A3 · Final practical — part 1**	Complete an unseen document and spreadsheet task under timed conditions	Files	Marked — Stage 4 rubric
59	**A3 · Final practical — part 2**	Complete an unseen database and presentation task	Files	Marked — Stage 4 rubric
60	**A3 · Final written and next step**	Answer short written questions; complete a personal progression and entry plan	Paper + entry plan	Marked; pass threshold 50%

Term 3 totals: M7 5 h · M8 4 h · M9 3 h · M10 5 h · A3 3 h = **20 h**.

---

5. Hour reconciliation

MODULE	LESSONS	HOURS	STAGE 1 ALLOCATION	MATCH
M1 Digital Systems and the Lab	2–6	5	5	✅
M2 Files, Storage and Backup	7–10	4	4	✅
M3 Document Production	11–18	8	8	✅
M4 Spreadsheets	21–29	9	9	✅
M5 Databases	30–34	5	5	✅
M6 Presentations	35–38	4	4	✅
M7 Internet, Research and Email	41–45	5	5	✅
M8 Safety and Responsibility	46–49	4	4	✅
M9 Web Authoring	50–52	3	3	✅
M10 Capstone	53–57	5	5	✅
A1 Term 1 assessment (incl. diagnostic L1)	1, 19–20	3	3	✅
A2 Term 2 assessment	39–40	2	2	✅
A3 Term 3 assessment	58–60	3	3	✅

MODULE	LESSONS	HOURS	STAGE 1 ALLOCATION	MATCH
Total	**60**	**60**	**60**	✅

6. Assessment calendar

WHEN	LESSON	ASSESSMENT	EVIDENCE RETAINED	COMPLETION ROLE
Term 1, Week 1	1	Diagnostic	Baseline file + confidence survey	Placement only
Term 1, Week 10	19–20	Skills Assessment A (120 min)	Folder audit + document + PDF	Gateway evidence
Term 2, Week 10	39–40	Skills Assessment B (90 min + 30 min quiz)	Workbook + query + slide + quiz	Gateway evidence
Term 3, Weeks 7–9	53–57	Capstone (assessed within lessons)	Report, workbook, charts, deck, site	Required at Competent
Term 3, Week 10	58–59	Final practical (120 min)	Unseen brief outputs	60% threshold
Term 3, Week 10	60	Final written (60 min)	Script	50% threshold

Portfolio. Every output listed in §2–§4 is retained in the student's folder until the completion decision. The six summative items above are the minimum set; the rest supports moderation and parent conversations.

7. Module resources to prepare

Files must exist **one week before** the module starts. All are offline.

MODULE	PREPARE BEFORE WEEK	FILES AND MATERIALS
M1	1	Two laptop specification sheets; device cards; three fault scenario cards; diagnostic task
M2	4	A deliberately messy folder to tidy; file audit sheet; backup scenario cards

MODULE	PREPARE BEFORE WEEK	FILES AND MATERIALS
M3	6	House style sheet; unformatted report source; three images; proofing passage with planted errors
M4	11	Sales dataset (CSV); budget template; rates sheet; chart choice guide
M5	16	Club members CSV; table design sheet; query brief; report template
M6	18	Storyboard template; image pack; audience cards; peer feedback sheet
M7	21	Cached website pack (10 pages); source evaluation sheet; email template; scam examples
M8	23	Scam cards; password policy template; privacy scenarios; reference format sheet
M9	25	HTML starter file; image folder; link test sheet
M10	27	Capstone brief; dataset; report template; rubric extract; submission checklist

Offline rule. If the internet fails, every lesson above still runs: M7 uses the cached pack, email is simulated, and the website is tested from `file://`. No lesson depends on a live service.

---

8. Pacing rules

Protect these lessons. If the term runs behind, cut elsewhere:

- 7–8 (folders and file operations) — every later module depends on them.
- 13 (styles) — without it, documents revert to direct formatting.
- 25 (absolute references) — the most common spreadsheet failure in later study.
- 27 (IF) — the bridge to database queries and conditional formatting.
- 33–34 (build and query the database) — the only database practice before assessment.
- 43 (source evaluation) — the only explicit research-judgement lesson.
- 50–52 (HTML) — three lessons cannot be compressed into one.
- 53–57 (capstone) — the only integrated task.

Compressible lessons. If time is lost: 10 (retrieval methods can be folded into 8), 29 (charts can lose the "what it hides" discussion to homework), 38 (delivery can move to a lunchtime slot), 52 (image and testing can merge if the class is confident).

Never cut the assessments. A term without its assessment leaves the completion decision unevidenced.

---

9. Assumptions carried from Stage 1

ASSUMPTION	EFFECT ON THIS SCHEME
12 students, 12 laptops	No pairing; every lesson assumes 1:1
LibreOffice primary	Lesson outputs use `.odt`, `.ods`, `.odb`, `.odp`; Office equivalents accepted for submission
Windows lab	Menu paths in Stage 3 written for Windows; macOS differences noted where they matter
External exam centre	Lesson 60 includes the progression and entry briefing; no exam-entry administration inside the course
Printer available	Lessons 14, 15, 18, 20, 55 and 57 include a print check

---

10. What Stage 3 will produce

Sixty lesson plans, in six batches of ten, each containing the 24 elements required by the brief: starting point, outcomes, success criteria, vocabulary, resources, teacher preparation, timed sequence, demonstration, guided and independent practice, differentiation, extension, likely errors, formative checkpoints, exit ticket, homework, portfolio evidence, offline alternative, and the link to the next lesson.

Batch order: Lessons 1–10, 11–20, 21–30, 31–40, 41–50, 51–60. Each batch will be checked against this scheme before the next begins, so a drift in numbering or hours is caught early.
