



| AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1   | SUMMER 2  |
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|          |          |          |          | <p><b>Big Question:</b><br/>Who are the people that help us?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Identify where the letters and numbers are on the keyboard.</p> | <p><b>Big Question:</b><br/>Can I huff and puff and blow your house down?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Begin to look at the mouse and keyboard and how we can use the keyboard to input letters and numbers.</p> |



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| <p><b>Big Question:</b><br/>What do I know about the UK and where I live?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>What is a computer?<br/>Where is the mouse and the keyboard?<br/>How do you log onto a computer?</p> | <p><b>Big Question:</b><br/>Why are some places in the world always hot and others always cold?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Using word and other programs to process and format texts and images.<br/>Identifying how to download and import images linked to where the meerkat lives and save the document.</p> | <p><b>Big Question:</b><br/>Who were and are the famous people of Leeds?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Understanding and building a basic algorithm with the Beebots, looking at how to apply instructions linking to moving forward, backwards and right to left.<br/>Pupils discuss if famous people in Leeds would be able to use the Beebots?</p> | <p><b>Big Question:</b><br/>What do we recycle?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Using iPad apps and coding unplugged to create algorithms in a coding context.<br/>Creating instructions about how to recycle and looking at how to replicate these.</p> | <p><b>Big Question:</b><br/>What was my grandparents' childhood like?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Data collection of key information and forming in a range of representation such as tally's, graphs and charts using word and PowerPoint about what a grandparent's childhood was like.</p> | <p><b>Big Question:</b><br/>Why do we have castles?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Presenting key information using book creator looking at how to add images, sound text, editing backgrounds and adding textures and media linking to castles around the world.</p> | <p><b>By the end of KS1 children should be able to:</b></p> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>create and debug simple programs.</li> <li>use logical reasoning to predict the behaviour of simple programs.</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>recognise common uses of information technology beyond school.</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul> |



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| <p><b>Big Question:</b><br/>Who are the famous people that have made an impact worldwide?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Recognise and understand parts of a computer. Discuss apps and their impact. Use word to create a poster on famous people using spaced retrieval skills to recap key skills such as formatting an image, editing text and saving a document.</p> | <p><b>Big Question:</b><br/>Why did the Titanic sink?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Program without a computer, following clear instructions. Debug incorrect algorithms. Create directional algorithms to create a set of steps to build a boat.</p> | <p><b>Big Question:</b><br/>How can we compare city and village life on different continents?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Write a simple set of instructions of how to create your own city or village - editing sprites and backgrounds.</p> | <p><b>Big Question:</b><br/>What goes on at an airport or a train station?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Understand the differences between a Web Browser and 'The Internet'.<br/><br/>Research what happens in an airport or train station - using the internet and web browser.</p> | <p><b>Big Question:</b><br/>How did the Victorians influence our lives today?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Explore difference between data &amp; information. Use Pic Collage, take pictures and creating branching databases. Use Pic Collage to represent all the different reasons how the Victorians have influenced our lives today.</p> | <p><b>Big Question:</b><br/>Why do we love to be beside the seaside?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Add title page and themes to PowerPoint slideshows. Add additional slides, including animation and images, format accordingly. Powerpoint Theme about fun facts at the seaside.</p> | <p><b>By the end of KS1 children should be able to:</b></p> <ul style="list-style-type: none"> <li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• create and debug simple programs.</li> <li>• use logical reasoning to predict the behaviour of simple programs.</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>• recognise common uses of information technology beyond school.</li> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul> |



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| <p><b>Big Question:</b><br/>How have our homes changed over time?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Creating a PowerPoint document, add, format, edit and save text.<br/>Amend layout and orientation. Insert images and shapes to create patterns.<br/>PowerPoint theme matches Big Learning question on how homes have changed over time.</p> | <p><b>Big Question:</b><br/>How did Britain change between the beginning of the Stone Age and the end of the Iron Age?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Use Scratch to create program linked to topic.<br/>Design and select backdrops, program Sprite to move and react to different colours.<br/>Scratch sequencing code linking to Maths.</p> | <p><b>Big Question:</b><br/>How do we energise our homes and country?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Use programmes to design and create a game.<br/>Design and select colours and focuses. Set of instructions.<br/>Scratch game based on movement.<br/>Scratch game on falling objects linking to Science.</p> | <p><b>Big Question:</b><br/>What did the Ancient Greeks bring to the world?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Use Excel to create Spreadsheet Art.<br/>Fill in cells with colours.<br/>Use column and rows to find cells.<br/>Follow specific instructions to create an image.<br/>Children design their own, with partner to follow key to create.<br/>Excel spreadsheet to build Maths links with data collection and Art links to create a piece of Art.</p> | <p><b>Big Question:</b><br/>How are rivers formed?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Use software to create film, adding title screen and theme.<br/>Add images and narration to accompany.<br/>Write script to match selected images.<br/>Record using microphones.<br/>Format and edit sound if necessary.<br/>Video based on rivers.</p> | <p><b>Big Question:</b><br/>What are the unique features of the UK?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Create virtual world based on class topic.<br/>Add objects and sprites.<br/>Add pathways to sprites and code accordingly.<br/>Animate sprites to move along pathway.<br/>Children customise their sprite and add objects.<br/>CoSpace based on unique features of the UK.</p> | <p><b>By the end of KS2 children should be able to:</b></p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> |



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| <p><b>Big Question:</b><br/>How did Leeds grow into one of the UK's leading cities?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Create PowerPoint presentation based on Leeds or another city and populate title page.<br/>Add additional slides with images, text and video links.<br/>Present to class.</p> | <p><b>Big Question:</b><br/>Where would you choose to build a city?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Use Scratch to create program based on times tables practice and the times tables test.<br/>Design and select backdrops, program Sprite to move and react to different colours and shapes.</p> | <p><b>Big Question:</b><br/>How are mountains formed and what causes earthquakes, tsunamis and volcanoes?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Create moving images.<br/>Explore the difference between the animation.<br/>Instructions to develop animations - linking to mountains.</p> | <p><b>Big Question:</b><br/>How did Britain change between the end of the Iron Age and the end of the Roman occupation?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Collect data to create a table, graphs and charts.<br/>Include own data to format table.<br/>Create several graphs and charts showing different outcomes using same data.<br/>Create an infographic.<br/>Edit and format.<br/>Presenting data in Excel, using min, max and graphs.</p> | <p><b>Big Question:</b><br/>Why was Ancient Egypt's civilisation ahead of its time?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Create virtual world based on class topic.<br/>Add objects and sprites.<br/>Add pathways to sprites and code accordingly.<br/>Animate sprites to move along pathway.<br/>Children customise their sprite and add objects.<br/>CoSpace looking at Ancient Egypt.</p> | <p><b>Big Question:</b><br/>What are biomes and how are they created?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Use Lego Mindstorms and other online resources to navigate courses and levels using programs inputted by pupils.<br/>Apply code to use sensors that detect colour.<br/>Debug code to complete courses and levels efficiently.<br/>Links with DT and their curriculum around applying computing and use electronics to embed intelligence in products that respond to inputs and control outputs.</p> | <p><b>By the end of KS2 children should be able to:</b></p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> |



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| <p><b>Big Question:</b><br/>How did Britain change between the end of the Roman occupation of Britain and 1066?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Use Scratch to create program linked to Romans. Design and select backdrops, program Sprite to move and react to different colours.<br/>Use and create variables that can change after an event.<br/>Create conditional code.<br/>Scratch games based on movement, collectibles and different controllers.</p> | <p><b>Big Question:</b><br/>Why should gunpowder, treason and plot never be forgotten?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Use Scratch to create program linked to gunpowder, treason and plot.<br/>Design and select backdrops, program Sprite to move and react to different colours.<br/>Use and create variables that can change after an event.<br/>Create conditional code.<br/>Scratch games based on movement, collectibles and different controllers.</p> | <p><b>Big Question:</b><br/>What creates a rainforest and why are they located where they are?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Identify networks around the school.<br/>Explore the difference between the internet and the world wide web.<br/>Create own version of school network.<br/>Explore IP addresses and how and why they are used.<br/>The Internet and Network topologies.</p> | <p><b>Big Question:</b><br/>What are the main features of South America?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Create HTML page based on class topic.<br/>Format various parts of the text body.<br/>Adding hyperlinks.<br/>Making a webpage about the main features of South America.</p> | <p><b>Big Question:</b><br/>Who were the Maya and what have we learnt from them?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Create virtual world based on class topic.<br/>Add objects and sprites.<br/>Add pathways to sprites and code accordingly.<br/>Animate sprites to move along pathway.<br/>Customise sprite and add objects. Use collision code to add realistic physics.<br/>Creating a storytelling CoSpace.</p> | <p><b>Big Question:</b><br/>What is Fairtrade and why should it matter to us?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Use Excel to record information and use formula to create mathematical sums.<br/>Create complex table with a theme.<br/>Create graphs and charts to display data.<br/>Maths links to include further formulas on Sums, Mix, Max, Average and Formatting.</p> | <p><b>By the end of KS2 children should be able to:</b></p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> |



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| <p><b>Big Question:</b><br/>When and why was the British Empire created?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Create an app based on topic using Blippit.<br/>Add video in a widget.<br/>Include multiple images and side menu pages.<br/>Add a map and external link.<br/>Publish their app on Planet Blippit.</p> | <p><b>Big Question:</b><br/>Why is climate change such an important topic?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Use micro-bits - minicomputers and making a name badge, making a step counter and testing it (3 weeks).<br/>Office/Teams - using email accounts.<br/>Microbits to create a step counter linking to climate change.</p> | <p><b>Big Question:</b><br/>What was the impact of the war on Britain?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Identify coding links.<br/>Explore the difference between the coding.<br/>Create own coding.<br/>Explore coding.<br/>Python programs to create a quiz and basic sequence programs.</p> | <p><b>Big Question:</b><br/>What are the main features of North America?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Create HTML page based on features of North America.<br/>Format various parts of the text body.<br/>Adding hyperlinks.<br/>Add images to work using source code.<br/>Save as notepad and .html so view on a web browser.</p> | <p><b>Big Question:</b><br/>What has been the impact of immigration on Britain over the past 100 years?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Create virtual world based on class topic.<br/>Add objects and sprites.<br/>Add pathways to sprites and code accordingly.<br/>Animate sprites to move along pathway.<br/>Customise their sprite and add objects.<br/>Use collision code to add realistic physics.<br/>Add code to projects where necessary.<br/>CoSpace to create an exhibition.</p> | <p><b>Big Question:</b><br/>How do maps help us find our way around? (Y6+ Programme).</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b><br/>Planning and editing photos based on class topic.<br/>Use software to create photoshops, adding title screen and theme.<br/>Add images and narration to accompany.<br/>Record using microphones.<br/>Format and edit sound if necessary.<br/>Add text to video or image.<br/>Photoshopping images to create digital Art.</p> | <p><b>By the end of KS2 children should be able to:</b></p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> |