



AGES 2-3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>Big Question: What is special about you?</p> <ul style="list-style-type: none"> To use and operate simple technological devices in everyday life. To talk about and use 'make believe' technology in play. 	<p>Big Question: If you go down to the woods today, would you believe your eyes?</p> <ul style="list-style-type: none"> Become aware of technology in every day life. To talk about and use 'make believe' technology in play. 	<p>Big Question: Who are your heroes?</p> <ul style="list-style-type: none"> Become aware of technology in every day life. Use technology that involves lifting flaps or pressing buttons, to achieve a desired outcome- eg tablet. 	<p>Big Question: Whose home is this?</p> <ul style="list-style-type: none"> Use technology that involves lifting flaps or pressing buttons, to achieve a desired outcome- eg tablet. 	<p>Big Question: Where in the world shall we go?</p> <ul style="list-style-type: none"> Begin to show skills in operating age appropriate equipment i.e. touch screen games and mark making. To talk about and use 'make believe' technology in play. 	<p>Big Question: What makes the world weird and wonderful?</p> <ul style="list-style-type: none"> Demonstrate skills in operating age appropriate equipment.

AGES 3-4	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>Big Question: What is special about you?</p> <ul style="list-style-type: none"> Identify technology that is in the classroom. Begin to show skills in operating age appropriate equipment i.e. touch screen games, mark making, beebots. 	<p>Big Question: If you go down to the woods today, would you believe your eyes?</p> <ul style="list-style-type: none"> Use age appropriate equipment for desired outcomes i.e. beebots. Use technology in the classroom during "child initiated" play. 	<p>Big Question: Who are your heroes?</p> <ul style="list-style-type: none"> Begin to understand how to stay safe online. Use technology in the classroom during "child initiated" play. 	<p>Big Question: Whose home is this?</p> <ul style="list-style-type: none"> Begin to understand how to stay safe online. Take a photograph using a photography device. 	<p>Big Question: Where in the world shall we go?</p> <ul style="list-style-type: none"> Take a photograph using a photography device. Talk about internet safety with adult prompts. 	<p>Big Question: What makes the world weird and wonderful?</p> <ul style="list-style-type: none"> Use age appropriate equipment for desired outcomes i.e. beebots Begin to understand how to stay safe online.



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



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: What do I know about the UK and where I live?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • What is a computer? • Where is the mouse and the keyboard? • How do you log onto a computer? 	<p>Big Question: Why are some places in the world always hot and others always cold?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Using word and other programs to process and format texts and images. • Identifying how to download and import images linked to where the meerkat lives and save the document. 	<p>Big Question: Who were and are the famous people of Leeds?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Understanding and building a basic algorithm with the Beebots, looking at how to apply instructions linking to moving forward, backwards and right to left. • Pupils discuss if famous people in Leeds would be able to use the Beebots? 	<p>Big Question: What do we recycle?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Using iPad apps and coding unplugged to create algorithms in a coding context. • Creating instructions about how to recycle and looking at how to replicate these. 	<p>Big Question: What was my grandparents' childhood like?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • 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>Big Question: Why do we have castles?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • 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>By the end of KS1 children should be able to:</p> <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • create and debug simple programs. • use logical reasoning to predict the behaviour of simple programs. • use technology purposefully to create, organise, store, manipulate and retrieve digital content. • recognise common uses of information technology beyond school. • 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.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: Who are the famous people that have made an impact worldwide?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • 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>Big Question: What have we learnt from the Great Fire of London?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Program without a computer, following clear instructions. • Debug incorrect algorithms. • Create directional algorithms to create a set of steps to build a boat. 	<p>Big Question: How can we compare city and village life on different continents?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Write a simple set of instructions of how to create your own city or village - editing sprites and backgrounds. 	<p>Big Question: What goes on at an airport or a train station?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Understand the differences between a Web Browser and 'The Internet'. • Research what happens in an airport or train station - using the internet and web browser. 	<p>Big Question: How did the Victorians influence our lives today?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Explore difference between data & 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>Big Question: Why do we love to be beside the seaside?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • 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>By the end of KS1 children should be able to:</p> <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • create and debug simple programs. • use logical reasoning to predict the behaviour of simple programs. • use technology purposefully to create, organise, store, manipulate and retrieve digital content. • recognise common uses of information technology beyond school. • 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.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: How have our homes changed over time?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Creating a PowerPoint document, add, format, edit and save text. • Amend layout and orientation. Insert images and shapes to create patterns. • PowerPoint theme matches Big Learning question on how homes have changed over time. 	<p>Big Question: How did Britain change between the beginning of the Stone Age and the end of the Iron Age?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Use Scratch to create program linked to topic. • Design and select backdrops, program Sprite to move and react to different colours. • Scratch sequencing code linking to Maths. 	<p>Big Question: How do we energise our homes and country?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Use programmes to design and create a game. • Design and select colours and focuses. Set of instructions. • Scratch game based on movement. • Scratch game on falling objects linking to Science. 	<p>Big Question: What did the Ancient Greeks bring to the world?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Use Excel to create Spreadsheet Art. • Fill in cells with colours. • Use column and rows to find cells. • Follow specific instructions to create an image. • Children design their own, with partner to follow key to create. • Excel spreadsheet to build Maths links with data collection and Art links to create a piece of Art. 	<p>Big Question: How are rivers formed?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Use software to create film, adding title screen and theme. • Add images and narration to accompany. • Write script to match selected images. • Record using microphones. • Format and edit sound if necessary. • Video based on rivers. 	<p>Big Question: Why do so many British people go to the Mediterranean for their holidays?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Create virtual world based on class topic. • Add objects and sprites. • Add pathways to sprites and code accordingly. • Animate sprites to move along pathway. • Children customise their sprite and add objects. • CoSpace based on unique features of the UK. 	<p>By the end of KS2 children should be able to:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • 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. • 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. • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: How did Leeds grow into one of the UK's leading cities?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Create PowerPoint presentation based on Leeds or another city and populate title page. • Add additional slides with images, text and video links. • Present to class. 	<p>Big Question: Where would you choose to build a city?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Use Scratch to create program based on times tables practice and the times tables test. • Design and select backdrops, program Sprite to move and react to different colours and shapes. 	<p>Big Question: How did Britain change between the end of the Iron Age and the end of the Roman occupation?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Create moving images. • Explore the difference between the animation. • Instructions to develop animations - linking to mountains. 	<p>Big Question: What makes the earth angry?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Collect data to create a table, graphs and charts. • Include own data to format table. • Create several graphs and charts showing different outcomes using same data. • Create an infographic. • Edit and format. • Presenting data in Excel, using min, max and graphs. 	<p>Big Question: Why was Ancient Egypt's civilisation ahead of its time?</p> <p>Overview of knowledge, understanding and skills (key concepts): Create virtual world based on class topic. Add objects and sprites. Add pathways to sprites and code accordingly. Animate sprites to move along pathway. Children customise their sprite and add objects. CoSpace looking at Ancient Egypt.</p>	<p>Big Question: What are biomes and how are they created?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Use Lego Mindstorms and other online resources to navigate courses and levels using programs inputted by pupils. • Apply code to use sensors that detect colour. • Debug code to complete courses and levels efficiently. • 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>By the end of KS2 children should be able to:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • 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. • 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. • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



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



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