



		Foundation	Yr 1/2	Yr 3/4	Yr 5/6
Autumn Cycle A	Enquiry Question	Are you Ready for Anything? What happens when the sun goes down?	What is special about 'our place'? Why is the iPad more fun than Grandma and Grandad's toys?	How is our community different from others? Who first lived in Britain?	What is Burton Joyce/Nottingham doing to help tackle climate change? Who occupied Britain from 450 AD – 1066? Anglo Saxons, Scots and Vikings
	Progression map	Images Video Sound	Typing, Saving/Retrieving, Research Images and Presenting & Evaluating Coding	Typing, Saving/Retrieving, Research Image and Presenting & Evaluating Coding	Typing, Saving/Retrieving, Research Image and Presenting & Evaluating Sound and Presenting & Evaluating
	National Curriculum Coverage	3050 Knows that information can be retrieved from computers. 4060 Completes a simple program on a computer. Interact with age-appropriate computer software. ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. COEL: playing and exploring - children investigate and experience things, and 'have a go';	Use technology purposefully to create, organise, store, manipulate and retrieve digital content 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	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 & Evaluating data and information 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. 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
		Foundation	Yr 1/2	Yr 3/4	Yr 5/6
Spring	Enquiry Question	Who lived in castles? What happens on a farm?	What is unique about London? How has the fire service changed since the Great Fire of London?	Why do people go to Europe for their holidays? What happened to the Indus civilisation?	Could we survive without the Amazon? Who was the best Tudor Monarch?

	Progression map	<p>Images</p> <p>Video</p> <p>Sound</p> <p>Coding</p>	<p>Typing, Saving/Retrieving, Research</p> <p>Sound and Presenting & Evaluating</p> <p>Video and Presenting & Evaluating</p>	<p>Typing, Saving/Retrieving, Research</p> <p>Data Handling and Presenting</p> <p>Sound and Presenting & Evaluating</p>	<p>Typing, Saving/Retrieving, Research</p> <p>Video and Presenting & Evaluating</p> <p>Coding</p>
	National Curriculum Coverage	<p>3050 Knows that information can be retrieved from computers.</p> <p>4060 Completes a simple program on a computer. Interact with age-appropriate computer software.</p> <p>ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>COEL: creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>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</p>	<ul style="list-style-type: none"> 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 & Evaluating data and information 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
		Foundation	Yr 1/2	Yr 3/4	Yr 5/6
Summer Cycle A	Enquiry Question	<p>What's the forest for?</p> <p>Where does our River go?</p>	<p>How does nature let us know that Summer is coming?</p> <p>What has changed in Nottingham since my grandparents were young?</p>	<p>How does extreme weather affect us?</p> <p>What did the Romans do for us?</p>	<p>What is life like in the freezer?</p> <p>What were the pivotal moments leading to English Civil war?</p>
	Progression map	<p>Images</p> <p>Sound</p>	<p>Typing, Saving/Retrieving, Research</p> <p>Data Handling and Presenting & Evaluating</p> <p>Coding</p>	<p>Typing, Saving/Retrieving, Research</p> <p>Video and Presenting & Evaluating</p> <p>Coding</p>	<p>Typing, Saving/Retrieving, Research</p> <p>Sound, Presenting and Evaluating</p> <p>Coding</p>
	National Curriculum Coverage	<p>3050 Knows that information can be retrieved from computers.</p> <p>4060 Completes a simple program on a computer. Interact with age-appropriate computer software.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>understand what algorithms are, how they are implemented as programs on digital devices, and that programs</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

	<p>ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>COEL active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;</p>	<p>execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p>	<p>collecting, analysing, evaluating and Presenting data and information</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 logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>collecting, analysing, evaluating and Presenting data and information</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
--	---	---	---	--

Computing Curriculum Overview **Cycle B**

		Foundation	Yr 1/2	Yr 3/4	Yr 5/6
Autumn Cycle B	Enquiry Question	As cycle A	<p>What is interesting about Burton Joyce?</p> <p>What were the caves of Nottingham used for?</p>	<p>What makes a mountain?</p> <p>Who were the Mayans?</p>	<p>What will happen when all of the natural resources run out?</p> <p>Was WW2 worth the sacrifice?</p>
	Progression map		<p>Typing, Saving/Retrieving, Research</p> <p>Images and Presenting & Evaluating</p> <p>Coding</p>	<p>Typing, Saving/Retrieving, Research</p> <p>Image and Presenting & Evaluating</p> <p>Coding</p>	<p>Typing, Saving/Retrieving, Research</p> <p>Image and Presenting & Evaluating</p> <p>Video and Presenting & Evaluating</p>
	National Curriculum Coverage		<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 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 	<ul style="list-style-type: none"> 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 & Evaluating data and information 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. <p>use logical reasoning to explain how some simple algorithms work and to</p>	<ul style="list-style-type: none"> 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

				detect and correct errors in algorithms and programs	
		Foundation	Yr 1/2	Yr 3/4	Yr 5/6
Spring Cycle B	Enquiry Question		Where would you prefer to live, England or Africa? Who discovered the different continents of the world?	What's it like to live by a river? How did Ancient Greek life impact upon us today?	Where does our food come from? How did the Industrial Revolution impact Britain?
	Progression map		Typing, Saving/Retrieving, Research Sound and Presenting & Evaluating Video and Presenting & Evaluating	Typing, Saving/Retrieving, Research Data Handling and Presenting Sound and Presenting & Evaluating	Typing, Saving/Retrieving, Research Data Handling and Presenting Coding
	National Curriculum Coverage		Use technology purposefully to create, organise, store, manipulate and retrieve digital content	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	<ul style="list-style-type: none"> 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 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
		Foundation	Yr 1/2	Yr 3/4	Yr 5/6
Summer Cycle B	Enquiry Question		Would it ever snow in Australia? How and why has transport changed over time?	How does extreme weather affect us? What did the Romans do for us?	Why do people live near volcanoes/earthquakes? What did the Victorians do for us?
	Progression map		Typing, Saving/Retrieving, Research Data Handling and Presenting & Evaluating	Typing, Saving/Retrieving, Research Video and Presenting & Evaluating Coding	Typing, Saving/Retrieving, Research Sound and Presenting & Evaluating Coding

			Coding		
	National Curriculum Coverage		<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p>	<ul style="list-style-type: none"> • 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 • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<ul style="list-style-type: none"> • 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 • 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