

Curiosity

Ambitious

Children to create an information poster

about Steve Jobs.

Digital Leaders

Google Form Assessment

Year 1 - Computing - Significant Individuals—Steve Jobs



Rushey Mead

Primary School

| ting, Children to learn about Steve Jobs—who he was, what he did and where he was from. Children to engage in the Little People Big Dreams book which discusses Steve's life. Children to learn more about the life of a significant individual. Children to use their understanding of chronology to order the events of the person's life to develop understanding on how these life events caused them to create an impact on other's lives and on technology, Children to find out factual information about Steve and write these facts into notes in preparation for the next lesson. Children to learn more about the life of a significant individual. Children to use their understanding of chronology to order the events of the person's life to develop understanding on how these life events caused them to create an impact on other's lives and on technology, Children to find out factual information about Steve and write these facts into notes in preparation for the next lesson. Children to learn more about the life of a significant individual's life event within the world of Computing. Children to learn more about the life of a significant individual's life event within the world of Computing. Children to learn more about the life of a significant individual's life event within the world of Computing. Children to learn more about the life of a significant individual's life event within the world of Computing. Children to learn more about the life of a significant individual's life event within the world of Computing. Children to learn more about a significant individual's life event within the world of Computing. Children to learn more about a significant individual's life event within the world of Computing. Children to learn more about the vents of the person's life to develop more about a significant individual's life event within the world of Computing. Children to learn more about a significant individual's life event within the world of Children to use their understanding of chronology to order the vents of the perso | Curriculum Ol | bjectives | | Voca | Links Across the Curriculum | |
|--|---|--|--|--|---|---|
| 1. Who was Steve Jobs? Children to understand that there are significant individuals that have contributed within the world of technology and Computing. Children to learn about Steve Jobs—who he was, what he did and where he was from. Children to engage in the Little People Big Dreams book which discusses Steve's life. Children to learn more about the life of a significant individual. Children to use their understanding of chronology to order the events of the persons life to develop understanding on how these life events caused them to create an impact on other's lives and on technology. Children to find out factual information about Steve and write these facts into notes in preparation for the next lesson. Children to engage with and learn from a range of sources in order to gather an awareness of Steve's life. Children to use all of the facts and knowledge that they now have about Steve to create their own information poster and inform others about his life. Thems Develop knowledge of a significant individual within the world. Significant Individuals Develop knowledge of a significant individual's information poster and inform others about Computing. Thems Diversity in the Curriculum Steve Jobs—adoption | in a chronological framework. Pupils should ask and answer questother sources to show that they between tures of events. Pupils should be taught about the in the past who have contributed | tions by choosing stories and know and understand key fea- lives of significant individuals | Electronics | Devices, equipment or systems that use electricity in order to work. | A method where still figures are manipulated to | British Values—tolerance of others Science—technology, the future, inventing things. |
| ting. Children to learn about Steve Jobs—who he was, what he did and where he was from. Children to engage in the Little People Big Dreams book which discusses Steve's life. 2. What were the main events in Steve Jobs' life? Children to learn more about the life of a significant individual. Children to use their understanding of chronology to order the events of the person's life to develop understanding on how these life events caused them to create an impact on other's lives and on technology, Children to find out factual information about Steve and write these facts into notes in preparation for the next lesson. Children to learn more about the life of a significant individual's life event within the world of Computing. Develop knowledge of a significant individual's life event within the world of Computing. Children to engage with and learn from a range of sources in order to gather an awareness of Steve's life. Children to use all of the facts and knowledge that they now have about Steve to create their own information poster and inform others about his life. Themes Diversity in the Curriculum Steve Jobs—adoption | Lessons Sequence | | | Key Knowledge | | Disciplinary Knowledge / Skills |
| Significant Individuals Develop an understanding of how people have contributed to developments within the country and the world. Steve Jobs—adoption | 2. What were the main events in Steve Jobs' life? 3. How did Steve Jobs change | Children to learn about the events of the person's lives and on technology. Children to engage with and of the facts and knowledge | Steve Jobs—with discusses State of a state of the life of a state of the develop under the find out the life of a state of the develop under the find out the life of a state of the life of t | Develop knowledge of a significant individual's life events within the world of Computing. Develop knowledge of a significant individua's impact on | | |
| | | Diversity in the Curriculum | | | | |
| Outcome Character Traits Stickability WOW | | | Steve Jobs—adoption | | | |



Year 2 - Computing - Significant Individuals—Ada Lovelace



Primary School

| Curriculum Obj | ectives | | Voca | Links Across the Curriculum | | |
|---|---|--|--|---|--|---|
| Pupils should know where people and in a chronological framework. Pupils should ask and answer questio other sources to show that they knotures of events. Pupils should be taught about the livin the past who have contributed to achievements. | ons by choosing stories and ow and understand key fea- | technology calculator programmer | Solves a practical problem that comes out of research in Science. A machine used in calculating or computing numbers. A person who writes programs for a computer. | Mathematician Algorithm Analytical engine | A person who works in mathematics. A clear set of instructions for solving a problem. a mechanical general-purpose computer designed by English mathematician and computer pioneer Charles Babbage | History—significant individuals. British Values—tolerance of others Science—technology, the future, inventing things. |
| Lessons Sequence | | Disciplinary Knowledge / Skills | | | | |
| 2. What were the main events | ting. Children to learn about A People Big Dreams book which Children to learn more about t | | Develop knowledge of a significant individual within the world of Computing. Develop knowledge of a significant individual's life events | | | |
| 3. How did Ada Lovelace change the future of Compu- | lives and on technology. Childrenthe next lesson. Children to engage with and le | n to create an impact on other's acts into notes in preparation for Ada's life. Children to use all of | within the world of Computing. Develop knowledge of a significant individua's impact on | | | |
| | the facts and knowledge that i | r and inform others about his | Computing and technology within the world. Diversity in the Curriculum | | | |
| Significant Individuals Develop an unc | Females working in technology and Computing. | | | | | |
| | | | | | | |
| Outcome | Character Trait | s | Stickability | | WoW | |
| Children to create a fact file about Aclace. | da Love- Curiosity Ambitious | Digital Le Google F | eaders orm Assessment | | | Rushey Mead Primary School |



Curriculum Objectives

Year 3 - Computing - Significant Individuals—Bill Gates

Vocabulary



Links Across the Curriculum

| our rediam o | , bjec i i ves | | | Elliks Across the out reducti | | |
|--|---|---|---|--|---|---|
| Pupils should know where people of in a chronological framework. | and events they study fit with- | technology | Solves a practical problem that | Operating sys- | System software that manages computer hardware. | History—significant individuals. |
| Pupils should ask and answer questo other sources to show that they | | Microsoft | A multinational technology corporation. | Copyright | The legal right to make copies of or distribute | British Values—tolerance of others |
| tures of events. | | Entrepreneur | Someone who is in charge of one or several businesses. | | | Science—technology, the future, inventing things. |
| Pupils should be taught about the in the past who have contributed achievements. | | | | | | |
| Lessons Sequence | | | Key Knowledge | | | Disciplinary Knowledge / Skills |
| 1. Who was Bill Gates? | ting. Children to learn about ple Big Dreams book which o | Bill Gates—who | world of technology and Compudren to engage in the Little Peo- | Develop knowledge of a significant individual within the world of Computing. | | |
| 2. What were the main events in Bill Gates' life? | the events of the person's li | anding of chronology to order in to create an impact on other's cts into notes in preparation for | Develop knowledge of a significant individual's life events within the world of Computing. | | | |
| 3. How did Bill Gates change the future of Computing? | Children to engage with and the facts and knowledge the life. | Bill's life. Children to use all of and inform others about his | Develop knowledge of a significant individua's impact on Computing and technology within the world. | | | |
| | | | Diversity in the Curriculum | | | |
| Significant Individuals Develop an | understanding of how people have | | | | | |
| | | | | | | |
| | | | | | | |
| | | WOW | | | | |
| Outcome | Character Tra | | Stickability | | WOW | |
| Children to create a document abou Gates which includes factual inform | , | Digital Lo Google F | eaders orm Assessment | | | Rushey Mead Primary School |



Google Slides.

Year 4 - Computing - Significant Individuals— Mark Zuckerberg



Primary School

| Curriculum O | bjectives | | Voca | Links Across the Curriculum | | |
|--|--|--|--|--------------------------------|---|---|
| Pupils should know where people of in a chronological framework. Pupils should ask and answer questo other sources to show that they tures of events. Pupils should be taught about the in the past who have contributed achievements. | stions by choosing stories and know and understand key fea- lives of significant individuals | technology Social media | Solves a practical problem that Interactive technologies that facilitate | Artificial intelli- Network | Information that is created and gathered by a machine as opposed to humans. A system that involves a number of people or groups. | History—significant individuals. British Values—tolerance of others Science—technology, the future, inventing things. |
| Lessons Sequence | | | Key Knowledge | | | Disciplinary Knowledge / Skills |
| 1. Who was Mark Zuckerberg? 2. What were the main events in Mark Zuckerberg's life? 3. How did Mark Zuckerberg change the future of Computing? | ting. Children to learn about the People Big Dreams book we Children to learn more about the events of the person's lives and on technology. Child for the next lesson. Children to engage with and | world of technology and Compu- om. Children to engage in the Lit- anding of chronology to order in to create an impact on other's facts into notes in preparation Mark's life. Children to use all oster and inform others about | Develop knowledge of a significant individual within the world of Computing. Develop knowledge of a significant individual's life events within the world of Computing. Develop knowledge of a significant individual's impact on Computing and technology within the world. | | | |
| | | Diversity in the Curriculum | | | | |
| Significant Individuals Develop an | understanding of how people have | Mark's family are Jewish and originate from Austria, Germany and Poland. His grandparents were emigrants to the USA. | | | | |
| Children to create a slide about Marberg's life and his impact on techno | , | Rushey Mead Primary School | | | | |



Year 5 - Computing - Significant Individuals— Grace Hopper—In Class



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|---|---|---|--|------------|---|---|
| Curriculum Objectives Vocabulary | | | | | | Links Across the Curriculum |
| Pupils should know where people and in a chronological framework. | · · · | technology | Solves a practical problem that | Physics | Science that is to do with matter and energy. | History—significant individuals. |
| Pupils should ask and answer quest other sources to show that they k tures of events. | | Computer Sci- entist | A person who works in technology and with computers. | Debugging | To find and remove mistakes or flaws from an algorithm. | British Values—tolerance of others Science—technology, the future, inventing things. |
| Pupils should be taught about the in the past who have contributed to | | Inventor | Somebody who invents things. | Programmer | A person who writes programmes for a computer. | |
| achievements. | | | | | | |
| Lessons Sequence | | | Key Knowledge | | | Disciplinary Knowledge / Skills |
| . Who was Grace Hopper? | Children to understand that ting. Children to learn about People Big Dreams book whi | t Grace Hopper- | Develop knowledge of a significant individual within the world of Computing. | | | |
| 2. What were the main events n Grace Hopper's life? | Children to learn more abouthe events of the person's lives and on technology. Chi aration for the next lesson. | ife to develop u Idren to find out | Develop knowledge of a significant individual's life events within the world of Computing. | | | |
| 3. How did Grace Hopper change the future of Compu- ring? | Children to engage with and of the facts and knowledge his life. | Develop knowledge of a significant individua's impact on Computing and technology within the world. | | | | |
| | Diversity in the Curriculum | | | | | |
| Significant Individuals Develop an u | Females working in technology and Computing. | | | | | |
| | | | Chialabilia. | | WOW | |

| Outcome | Character Traits | Stickability | wow |
|---|------------------|---|-----|
| Children to create a presentation about Grace Hopper's life. | • | Digital Leaders Google Form Assessment | |





Year 6 - Computing - Significant Individuals— Alan Turing—In CE



| Curriculum O | bjectives | | Voca | Links Across the Curriculum | | |
|--|--|---|--|----------------------------------|---|---|
| Pupils should know where people a in a chronological framework. Pupils should ask and answer quest other sources to show that they k tures of events. Pupils should be taught about the in the past who have contributed achievements. | tions by choosing stories and know and understand key fea- | technology Code Enigma | Solves a practical problem that comes out of research in Science. A set of symbols or signals used in place of numbers for sending messages. A device that was developed and used during the war to decipher military | Artificial Intelligence Machine | Intelligence which is gathered by a machine as opposed to a human. A device with a system of parts that work together to perform a task. | History—significant individuals. British Values—tolerance of others Science—technology, the future, inventing things. |
| Lessons Sequence | | | Key Knowledge | | | Disciplinary Knowledge / Skills |
| 1. Who was Alan Turing? 2. What were the main events in Alan Turing's life? 3. How did Alan Turing change the future of Computing? | Children to understand that ting. Children to learn about People Big Dreams book whi Children to learn more about the events of the person's I lives and on technology. Children for the next lesson. Children to engage with and the facts and knowledge the life. | Alan Turing—with discusses Ala t the life of a s ife to develop u dren to find out | Develop knowledge of a significant individual within the world of Computing. Develop knowledge of a significant individual's life events within the world of Computing. Develop knowledge of a significant individual's impact on Computing and technology within the world. | | | |
| | | Diversity in the Curriculum | | | | |
| Significant Individuals Develop an a | understanding of how people hav | Alan Turing— Gay relationship | | | | |



Children to create a Google Site on Alan Turing's life. Children could create an infographic on Canva of his life.

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