Year Group	Suggested Order	Unit Name	Lesson
1	1	Computing systems and networks – Technology around us	1
1	1	Computing systems and networks – Technology around us	2
1	1	Computing systems and networks – Technology around us	3
1	1	Computing systems and networks – Technology around us	4
1	1	Computing systems and networks – Technology around us	5
1	1	Computing systems and networks – Technology around us	6
1	2	Creating media – Digital painting	1
1	2	Creating media – Digital painting	2
1	2	Creating media – Digital painting	3
1	2	Creating media – Digital painting	4
1	2	Creating media – Digital painting	5
1	2	Creating media – Digital painting	6

1	3	Programming A – Moving a robot	1
1	3	Programming A – Moving a robot	2
1	3	Programming A – Moving a robot	3
1	3	Programming A – Moving a robot	4
1	3	Programming A – Moving a robot	5
1	3	Programming A – Moving a robot	6
1	4	Data and information – Grouping data	1
1	4	Data and information – Grouping data	2
1	4	Data and information – Grouping data	3
1	4	Data and information – Grouping data	4
1	4	Data and information – Grouping data	5
1	4	Data and information – Grouping data	6
1	5	Creating media – Digital writing	1
1	5	Creating media – Digital writing	2
1	5	Creating media – Digital writing	3
1	5	Creating media – Digital writing	4

1	5	Creating media – Digital writing	5
1	5	Creating media – Digital writing	6
1	6	Programming B - Programming animations	1
1	6	Programming B - Programming animations	2
1	6	Programming B - Programming animations	3
1	6	Programming B - Programming animations	4
1	6	Programming B - Programming animations	5
1	6	Programming B - Programming animations	6
2	1	Computing systems and networks – IT around us	1
2	1	Computing systems and networks – IT around us	2
2	1	Computing systems and networks – IT around us	3
2	1	Computing systems and networks – IT around us	4
2	1	Computing systems and networks – IT around us	5
2	1	Computing systems and networks – IT around us	6
2	2	Creating media – Digital photography	1
2	2	Creating media – Digital photography	2

2	2	Creating media – Digital photography	3
2	2	Creating media – Digital photography	4
2	2	Creating media – Digital photography	5
2	2	Creating media – Digital photography	6
2	3	Programming A – Robot algorithms	1
2	3	Programming A – Robot algorithms	2
2	3	Programming A – Robot algorithms	3
2	3	Programming A – Robot algorithms	4
2	3	Programming A – Robot algorithms	5
2	3	Programming A – Robot algorithms	6
2	4	Data and information – Pictograms	1
2	4	Data and information – Pictograms	2
2	4	Data and information – Pictograms	3
2	4	Data and information – Pictograms	4

2	4	Data and information – Pictograms	5
2	4	Data and information – Pictograms	6
2	5	Creating media - Digital music	1
2	5	Creating media - Digital music	2
2	5	Creating media - Digital music	3
2	5	Creating media - Digital music	4
2	5	Creating media - Digital music	5
2	5	Creating media - Digital music	6
2	6	Programming B - Programming quizzes	1
2	6	Programming B - Programming quizzes	2
2	6	Programming B - Programming quizzes	3
2	6	Programming B - Programming quizzes	4
2	6	Programming B - Programming quizzes	5

2	6	Programming B - Programming quizzes	6

Learning Objectives	Success Criteria
-To identify technology	-I can explain how these technology examples help us - I can explain technology as something that helps us - I can locate examples of technology in the classroom
-To identify a computer and its main parts	-I can name the main parts of a computer - I can switch on and log into a computer - I can use a mouse to click and drag
-To use a mouse in different ways	-I can click and drag to make objects on a screen - I can use a mouse to create a picture - I can use a mouse to open a program
-To use a keyboard to type on a computer	-I can save my work to a file - I can say what a keyboard is for - I can type my name on a computer
-To use the keyboard to edit text	-I can delete letters - I can open my work from a file - I can use the arrow keys to move the cursor
-To create rules for using technology responsibly	-I can discuss how we benefit from these rules - I can give examples of some of these rules - I can identify rules to keep us safe and healthy when we are using technology in and beyond the home
-To describe what different freehand tools do	-I can draw lines on a screen and explain which tools I used - I can make marks on a screen and explain which tools I used - I can use the paint tools to draw a picture
-To use the shape tool and the line tools	-I can make marks with the square and line tools - I can use the shape and line tools effectively - I can use the shape and line tools to recreate the work of an artist
-To make careful choices when painting a digital picture	-I can choose appropriate shapes - I can create a picture in the style of an artist - I can make appropriate colour choices
-To explain why I chose the tools I used	-I can choose appropriate paint tools and colours to recreate the work of an artist - I can say which tools were helpful and why - I know that different paint tools do different jobs
-To use a computer on my own to paint a picture	-I can change the colour and brush sizes - I can make dots of colour on the page - I can use dots of colour to create a picture in the style of an artist on my own
-To compare painting a picture on a computer and on paper	-I can explain that pictures can be made in lots of different ways - I can say whether I prefer painting using a computer or using paper - I can spot the differences between painting on a computer and on paper

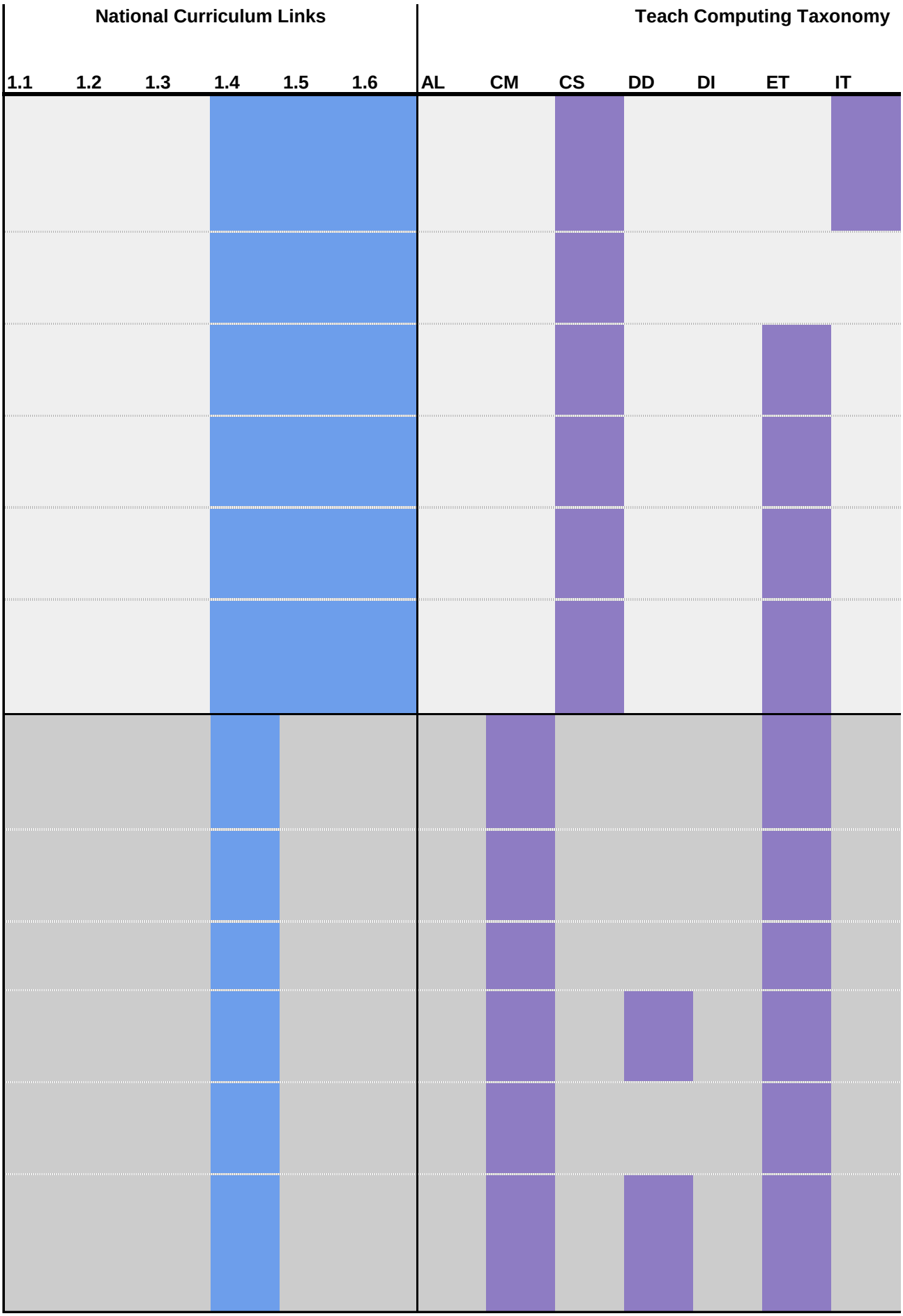
-To explain what a given command will do	-I can match a command to an outcome - I can predict the outcome of a command on a device - I can run a command on a device
-To act out a given word	-I can follow an instruction - I can give directions - I can recall words that can be acted out
-To combine forwards and backwards commands to make a sequence	-I can compare forwards and backwards movements - I can predict the outcome of a sequence involving forwards and backwards commands - I can start a sequence from the same place
-To combine four direction commands to make sequences	-I can compare left and right turns - I can experiment with turn and move commands to move a robot - I can predict the outcome of a sequence involving up to four commands
-To plan a simple program	-I can choose the order of commands in a sequence - I can debug my program - I can explain what my program should do
-To find more than one solution to a problem	-I can identify several possible solutions - I can plan two programs - I can use two different programs to get to the same place
-To label objects	-I can describe objects using labels - I can identify the label for a group of objects - I can match objects to groups
-To identify that objects can be counted	-I can count a group of objects - I can count objects - I can group objects
-To describe objects in different ways	-I can describe an object - I can describe a property of an object - I can find objects with similar properties
-To count objects with the same properties	-I can count how many objects share a property - I can group objects in more than one way - I can group similar objects
-To compare groups of objects	-I can choose how to group objects - I can describe groups of objects - I can record how many objects are in a group
-To answer questions about groups of objects	-I can compare groups of objects - I can decide how to group objects to answer a question - I can record and share what I have found
-To use a computer to write	-I can identify and find keys on a keyboard - I can open a word processor - I can recognise keys on a keyboard
-To add and remove text on a computer	-I can enter text into a computer - I can use backspace to remove text - I can use letter, number, and space keys
-To identify that the look of text can be changed on a computer	-I can explain what the keys that I have learnt about already do - I can identify the toolbar and use bold, italic, and underline - I can type capital letters
-To make careful choices when changing text	-I can change the font - I can select all of the text by clicking and dragging - I can select a word by double-clicking

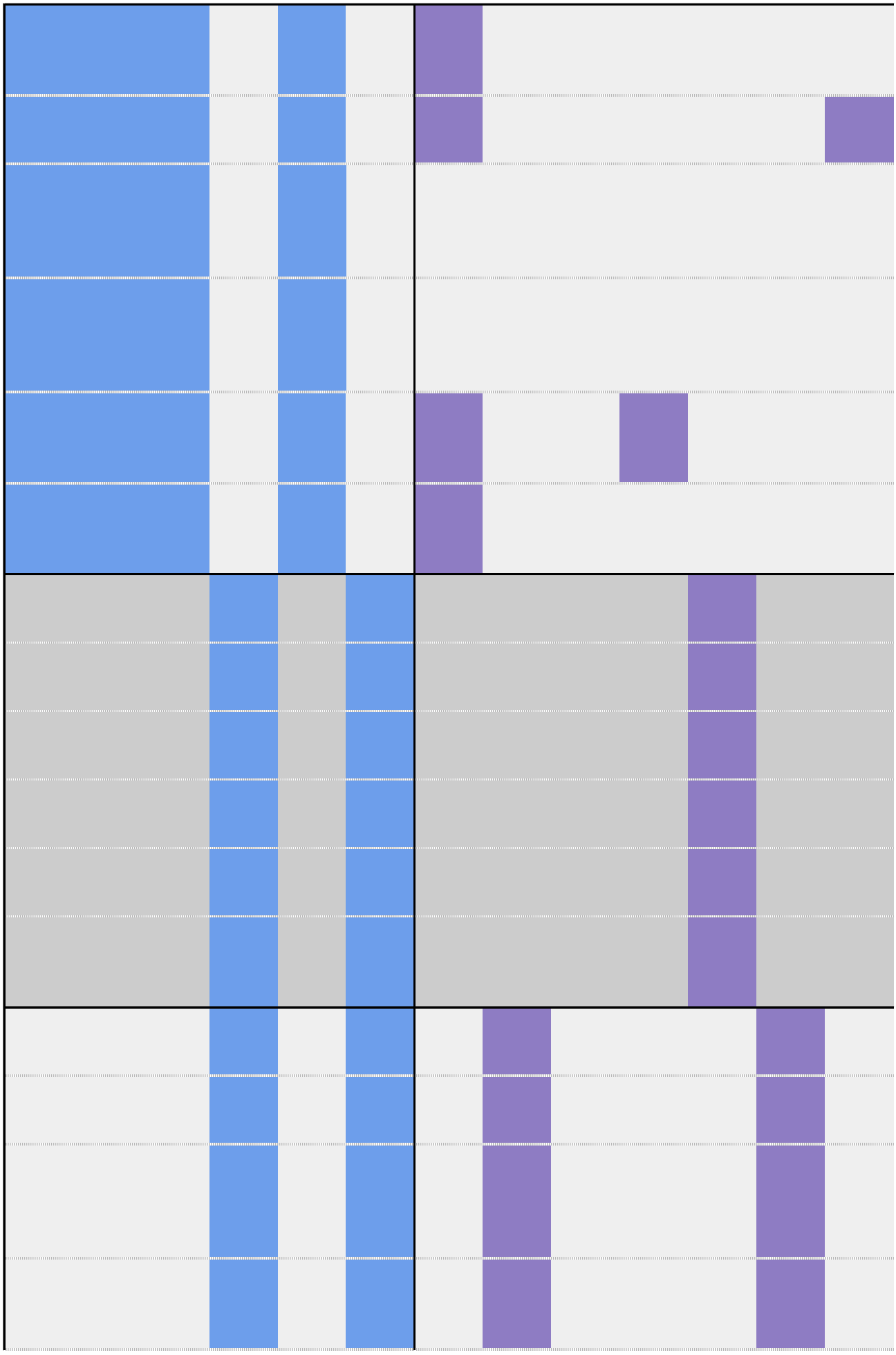
-To explain why I used the tools that I chose	-I can decide if my changes have improved my writing - I can say what tool I used to change the text - I can use 'undo' to remove changes
-To compare typing on a computer to writing on paper	-I can explain the differences between typing and writing - I can make changes to text on a computer - I can say why I prefer typing or writing
-To choose a command for a given purpose	-I can compare different programming tools - I can find which commands to move a sprite - I can use commands to move a sprite
-To show that a series of commands can be joined together	-I can run my program - I can use a Start block in a program - I can use more than one block by joining them together
-To identify the effect of changing a value	-I can change the value - I can find blocks that have numbers - I can say what happens when I change a value
-To explain that each sprite has its own instructions	-I can add blocks to each of my sprites - I can delete a sprite - I can show that a project can include more than one sprite
-To design the parts of a project	-I can choose appropriate artwork for my project - I can create an algorithm for each sprite - I can decide how each sprite will move
-To use my algorithm to create a program	-I can add programming blocks based on my algorithm - I can test the programs I have created - I can use sprites that match my design
-To recognise the uses and features of information technology	-I can describe some uses of computers - I can identify examples of computers - I can identify that a computer is a part of IT
-To identify the uses of information technology in the school	-I can identify examples of IT - I can identify that some IT can be used in more than one way - I can sort school IT by what it's used for
-To identify information technology beyond school	-I can find examples of information technology - I can sort IT by where it is found - I can talk about uses of information technology
-To explain how information technology helps us	-I can demonstrate how IT devices work together - I can recognise common types of technology - I can say why we use IT
-To explain how to use information technology safely	-I can list different uses of information technology - I can say how rules can help keep me safe - I can talk about different rules for using IT
-To recognise that choices are made when using information technology	-I can explain the need to use IT in different ways - I can identify the choices that I make when using IT - I can use IT for different types of activities
-To use a digital device to take a photograph	-I can explain what I did to capture a digital photo - I can recognise what devices can be used to take photographs - I can talk about how to take a photograph
-To make choices when taking a photograph	-I can explain the process of taking a good photograph - I can explain why a photo looks better in portrait or landscape format - I can take photos in both landscape and portrait format

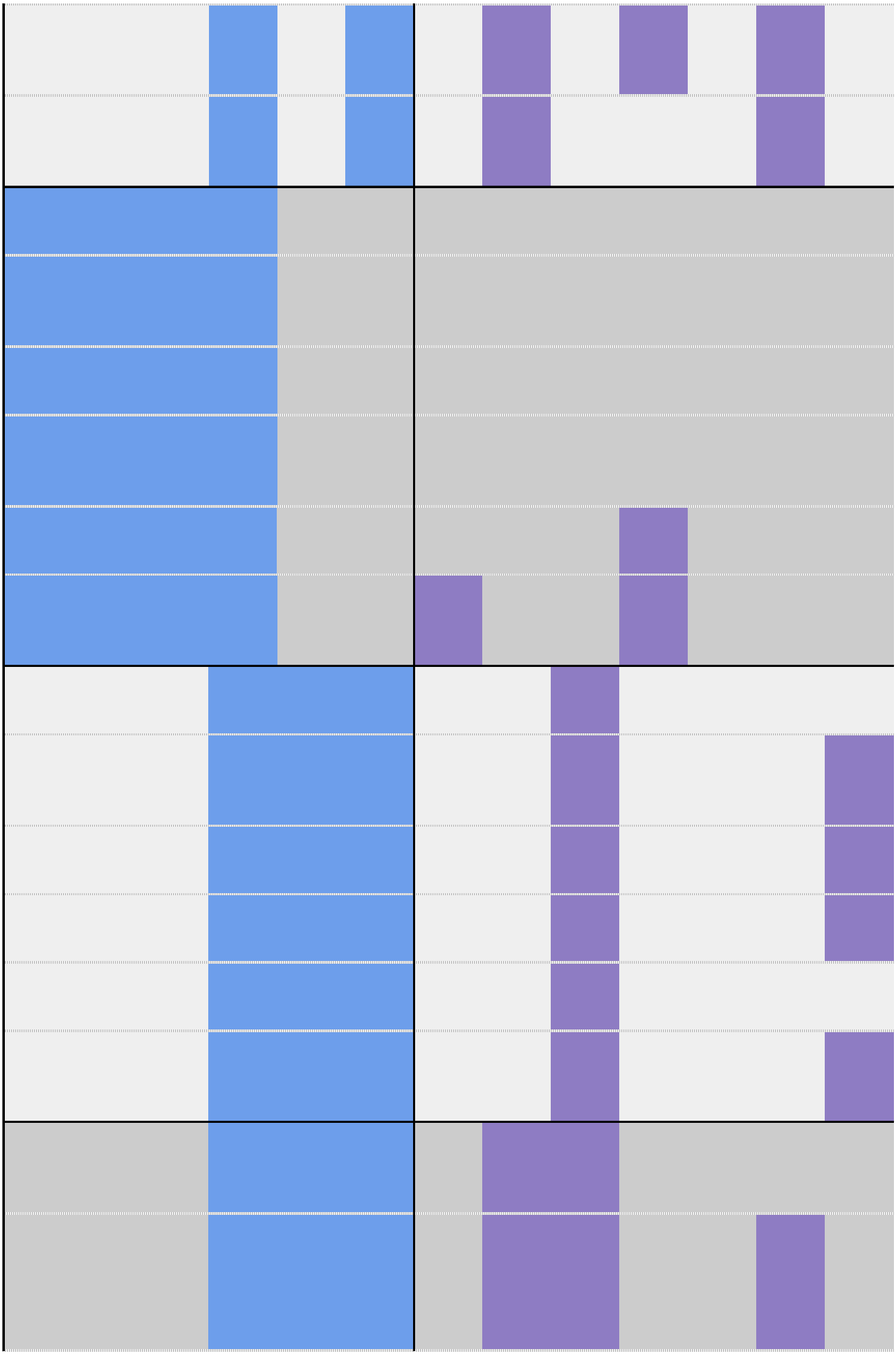
-To describe what makes a good photograph	-I can discuss how to take a good photograph - I can identify what is wrong with a photograph - I can improve a photograph by retaking it
-To decide how photographs can be improved	-I can experiment with different light sources - I can explain why a picture may be unclear - I can explore the effect that light has on a photo
-To use tools to change an image	-I can explain my choices - I can recognise that images can be changed - I can use a tool to achieve a desired effect
-To recognise that photos can be changed	-I can apply a range of photography skills to capture a photo - I can identify which photos are real and which have been changed - I can recognise which photos have been changed
-To describe a series of instructions as a sequence	-I can choose a series of words that can be enacted as a sequence - I can follow instructions given by someone else - I can give clear instructions
-To explain what happens when we change the order of instructions	-I can show the difference in outcomes between two sequences that consist of the same commands - I can use an algorithm to program a sequence on a floor robot - I can use the same instructions to create different algorithms
-To use logical reasoning to predict the outcome of a program	-I can compare my prediction to the program outcome - I can follow a sequence - I can predict the outcome of a sequence
-To explain that programming projects can have code and artwork	-I can explain the choices I made for my mat design - I can identify different routes around my mat - I can test my mat to make sure that it is usable
-To design an algorithm	-I can create an algorithm to meet my goal - I can explain what my algorithm should achieve - I can use my algorithm to create a program
-To create and debug a program that I have written	-I can plan algorithms for different parts of a task - I can put together the different parts of my program - I can test and debug each part of the program
-To recognise that we can count and compare objects using tally charts	-I can compare totals in a tally chart - I can record data in a tally chart - I can represent a tally count as a total
-To recognise that objects can be represented as pictures	-I can enter data onto a computer - I can use a computer to view data in a different format - I can use pictograms to answer simple questions about objects
-To create a pictogram	-I can explain what the pictogram shows - I can organise data in a tally chart - I can use a tally chart to create a pictogram
-To select objects by attribute and make comparisons	-I can answer ‘more than’/’less than’ and ’most/least’ questions about an attribute - I can create a pictogram to arrange objects by an attribute - I can tally objects using a common attribute

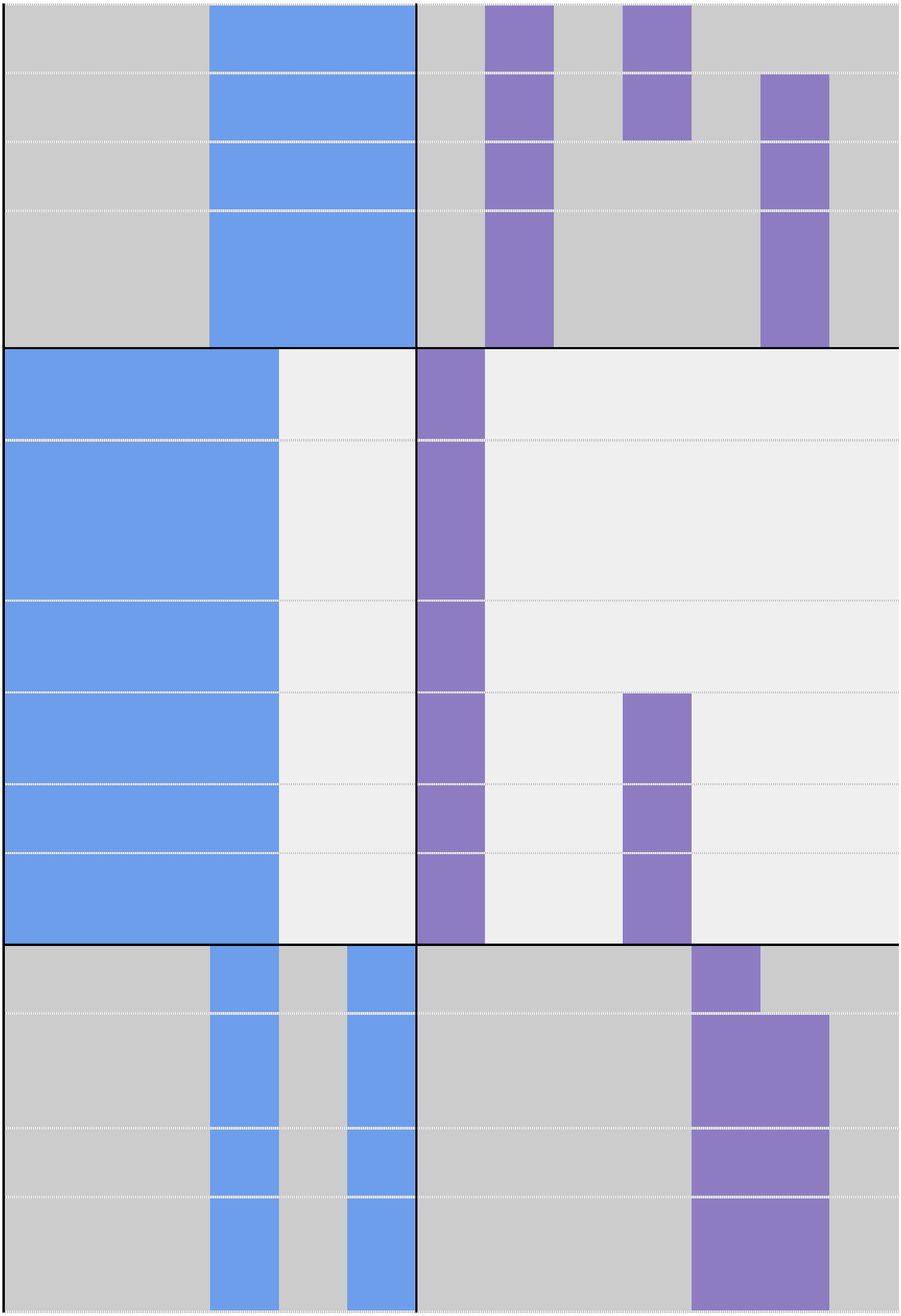
-To recognise that people can be described by attributes	-I can choose a suitable attribute to compare people - I can collect the data I need - I can create a pictogram and draw conclusions from it
-To explain that we can present information using a computer	-I can give simple examples of why information should not be shared - I can share what I have found out using a computer - I can use a computer program to present information in different ways
-To say how music can make us feel	-I can describe music using adjectives - I can identify simple differences in pieces of music - I can say what I do and don't like about a piece of music
-To identify that there are patterns in music	-I can create a rhythm pattern - I can explain that music is created and played by humans - I can play an instrument following a rhythm pattern
-To experiment with sound using a computer	-I can connect images with sounds - I can relate an idea to a piece of music - I can use a computer to experiment with pitch
-To use a computer to create a musical pattern	-I can explain how my music can be played in different ways - I can identify that music is a sequence of notes - I can refine my musical pattern on a computer
-To create music for a purpose	-I can add a sequence of notes to my rhythm - I can create a rhythm which represents an animal I've chosen - I can create my animal's rhythm on a computer
-To review and refine our computer work	-I can explain how I changed my work - I can listen to music and describe how it makes me feel - I can review my work
-To explain that a sequence of commands has a start	-I can identify that a program needs to be started - I can identify the start of a sequence - I can show how to run my program
-To explain that a sequence of commands has an outcome	-I can change the outcome of a sequence of commands - I can match two sequences with the same outcome - I can predict the outcome of a sequence of commands
-To create a program using a given design	-I can build the sequences of blocks I need - I can decide which blocks to use to meet the design - I can work out the actions of a sprite in an algorithm
-To change a given design	-I can choose backgrounds for the design - I can choose characters for the design - I can create a program based on the new design
-To create a program using my own design	-I can build sequences of blocks to match my design - I can choose the images for my own design - I can create an algorithm

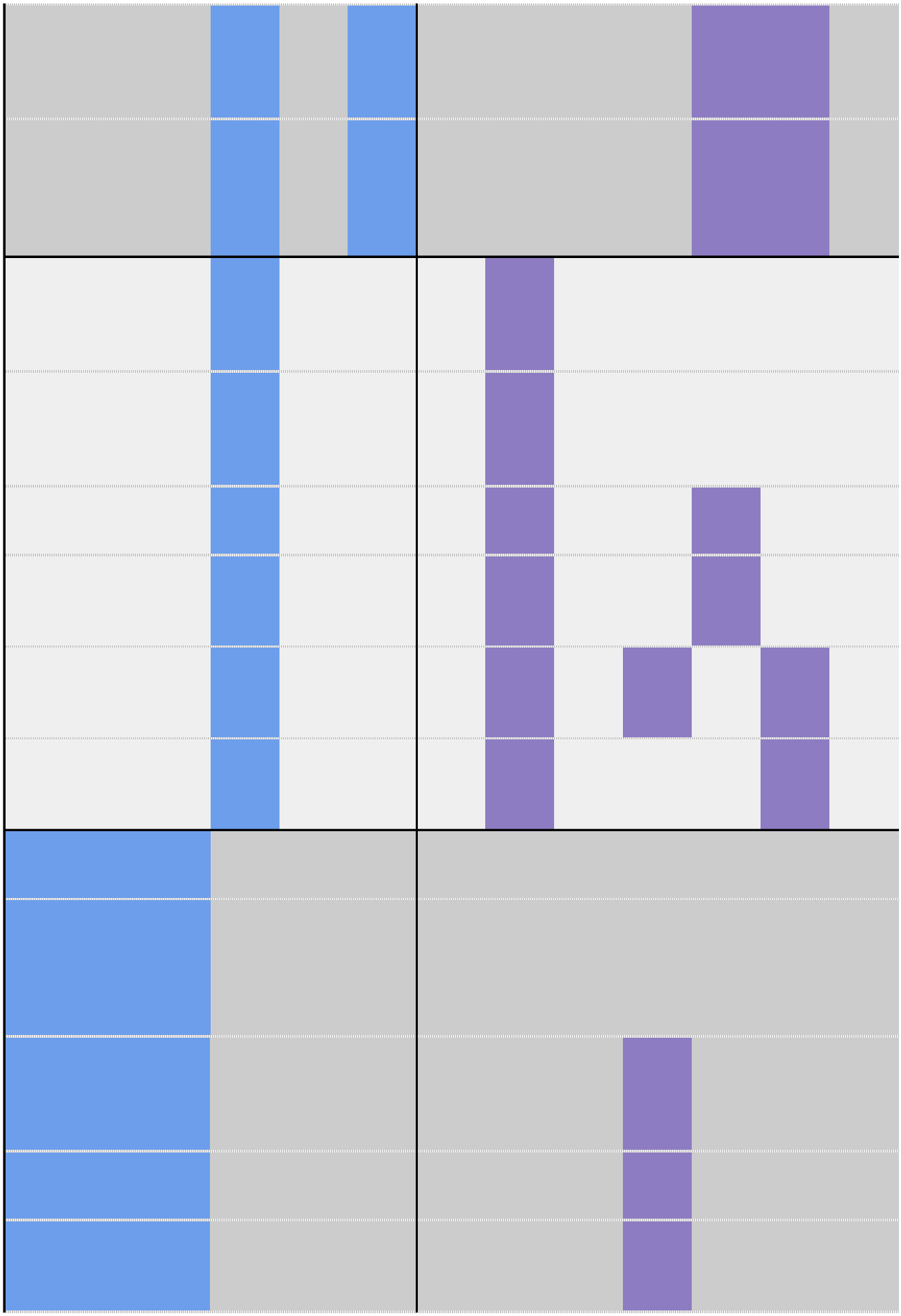
-To decide how my project can be improved	-I can compare my project to my design - I can debug my program - I can improve my project by adding features

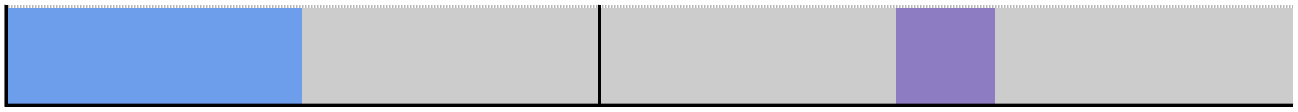

National Curriculum Links
1.1
1.2
1.3
1.4
1.5
1.6
Teach Computing Taxonomy
AL
CM
CS
DD
DI
ET
IT

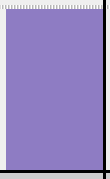


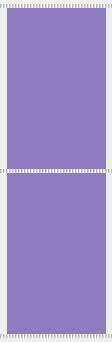


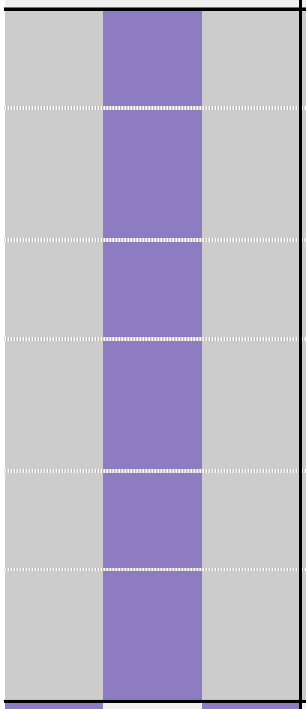
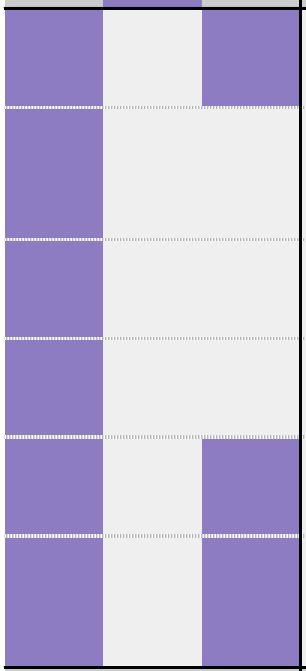






NW	PG	SS	Cross Curricular Links	Education for a Connected World
				- Copyright and ownership - Health, well-being and lifestyle
				- Copyright and ownership - Health, well-being and lifestyle
				- Copyright and ownership - Health, well-being and lifestyle
				- Copyright and ownership - Health, well-being and lifestyle
				- Copyright and ownership - Health, well-being and lifestyle
				- Copyright and ownership - Health, well-being and lifestyle
			Art and Design	
			Art and Design	
			Art and Design	
			Art and Design	
			Art and Design	
			Art and Design	

	English – writing
	English – writing
	English – writing
	English – writing
	English – writing
	English – writing
	- Copyright and ownership
	- Copyright and ownership
	- Copyright and ownership
	- Copyright and ownership
	- Copyright and ownership
	- Copyright and ownership
	- Privacy and security
	- Privacy and security
	- Privacy and security
	- Privacy and security

		- Privacy and security
		- Privacy and security
		
		- Health, well-being and lifestyle
		- Health, well-being and lifestyle
		- Health, well-being and lifestyle
		- Health, well-being and lifestyle
		- Health, well-being and lifestyle
		- Health, well-being and lifestyle
	Art and design	- Self-image and identity
	Art and design	- Self-image and identity

	Art and design	- Self-image and identity
	Art and design	- Self-image and identity
	Art and design	- Self-image and identity
	Art and design	- Self-image and identity
	Music	
	Music	
	Music	
	Music	
	Music	
	Music	
	Maths	- Privacy and security
	Maths	- Privacy and security
	Maths	- Privacy and security
	Maths	- Privacy and security

	Maths	- Privacy and security
	Maths	- Privacy and security
		- Copyright and ownership
		- Copyright and ownership
		- Copyright and ownership
		- Copyright and ownership
		- Copyright and ownership
		- Copyright and ownership