

Year Group	Suggested Order	Unit Name	Lesson	Learning Objectives	Success Criteria	National Curriculum Links						Teach Computing Taxonomy								Education for a Connected World		
						1.1	1.2	1.3	1.4	1.5	1.6	AL	CM	CS	DD	DI	ET	IT	NW		PG	SS
1	1	Technology around us	1	To identify technology	<ul style="list-style-type: none"> <li>I can explain how these technology examples help us.</li> <li>I can explain technology as something that helps us.</li> <li>I can locate examples of technology in the classroom.</li> </ul>																	Copyright and ownership Health, well-being and lifestyle
1	1	Technology around us	2	To identify a computer and its main parts	<ul style="list-style-type: none"> <li>I can name the main parts of a computer.</li> <li>I can switch on and log into a computer.</li> <li>I can use a mouse to click and drag.</li> </ul>																	Copyright and ownership Health, well-being and lifestyle
1	1	Technology around us	3	To use a mouse in different ways	<ul style="list-style-type: none"> <li>I can click and drag to make objects on a screen.</li> <li>I can use a mouse to create a picture.</li> <li>I can use a mouse to open a program.</li> </ul>																	Copyright and ownership Health, well-being and lifestyle
1	1	Technology around us	4	To use a keyboard to type	<ul style="list-style-type: none"> <li>I can save my work to a file.</li> <li>I can tell you that writing on a computer is called typing.</li> <li>I can type my name on a computer.</li> </ul>																	Copyright and ownership Health, well-being and lifestyle
1	1	Technology around us	5	To use the keyboard to edit text	<ul style="list-style-type: none"> <li>I can delete letters.</li> <li>I can open my work from a file.</li> <li>I can use the arrow keys to move the cursor.</li> </ul>																	Copyright and ownership Health, well-being and lifestyle
1	1	Technology around us	6	To create rules for using technology responsibly	<ul style="list-style-type: none"> <li>I can discuss how we benefit from these rules.</li> <li>I can give examples of some of these rules.</li> <li>I can identify rules to keep us safe and healthy when we are using technology in and beyond the home.</li> </ul>																	Copyright and ownership Health, well-being and lifestyle
1	2	Digital Painting	1	To describe what different freehand tools do	<ul style="list-style-type: none"> <li>I can draw lines on a screen and explain which tools I used.</li> <li>I can make marks on a screen and explain which tools I used.</li> <li>I can use the paint tools to draw a picture.</li> </ul>																	
1	2	Digital Painting	2	To use the shape tool and the line tools	<ul style="list-style-type: none"> <li>I can make marks with the square and line tools.</li> <li>I can use the shape and line tools effectively.</li> <li>I can use the shape and line tools to recreate the work of an artist.</li> </ul>																	
1	2	Digital Painting	3	To make careful choices when painting a digital picture	<ul style="list-style-type: none"> <li>I can choose appropriate shapes.</li> <li>I can create a picture in the style of an artist.</li> <li>I can make appropriate colour choices.</li> </ul>																	
1	2	Digital Painting	4	To explain why I chose the tools I used	<ul style="list-style-type: none"> <li>I can choose appropriate paint tools and colours to recreate the work of an artist.</li> <li>I can say which tools were helpful and why.</li> <li>I know that different paint tools do different jobs.</li> </ul>																	
1	2	Digital Painting	5	To use a computer on my own to paint a picture	<ul style="list-style-type: none"> <li>I can change the colour and brush sizes.</li> <li>I can make dots of colour on the page.</li> <li>I can use dots of colour to create a picture in the style of an artist on my own.</li> </ul>																	
1	2	Digital Painting	6	To compare painting a picture on a computer and on paper	<ul style="list-style-type: none"> <li>I can explain that pictures can be made in lots of different ways.</li> <li>I can say whether I prefer painting using a computer or using paper.</li> <li>I can spot the differences between painting on a computer and on paper.</li> </ul>																	
1	3	Moving a robot	1	To explain what a given command will do	<ul style="list-style-type: none"> <li>I can match a command to an outcome.</li> <li>I can predict the outcome of a command on a device.</li> <li>I can run a command on a device.</li> </ul>																	
1	3	Moving a robot	2	To act out a given word	<ul style="list-style-type: none"> <li>I can follow an instruction.</li> <li>I can give directions.</li> <li>I can read words that can be acted out.</li> </ul>																	
1	3	Moving a robot	3	To combine forwards and backwards commands to make a sequence	<ul style="list-style-type: none"> <li>I can compare forwards and backwards movements.</li> <li>I can predict the outcome of a sequence involving forwards and backwards commands.</li> <li>I can start a sequence from the same place.</li> </ul>																	
1	3	Moving a robot	4	To combine four direction commands to make sequences	<ul style="list-style-type: none"> <li>I can compare left and right turns.</li> <li>I can experiment with turn and move commands to move a robot.</li> <li>I can predict the outcome of a sequence involving up to four commands.</li> </ul>																	
1	3	Moving a robot	5	To plan a simple program	<ul style="list-style-type: none"> <li>I can choose the order of commands in a sequence.</li> <li>I can debug my program.</li> <li>I can explain what my program should do.</li> </ul>																	
1	3	Moving a robot	6	To find more than one solution to a problem	<ul style="list-style-type: none"> <li>I can identify several possible solutions.</li> <li>I can plan two programs.</li> <li>I can use two different programs to get to the same place.</li> </ul>																	
1	4	Grouping Data	1	To label objects	<ul style="list-style-type: none"> <li>I can describe objects using labels.</li> <li>I can identify the label for a group of objects.</li> <li>I can match objects to groups.</li> </ul>																Copyright and ownership	
1	4	Grouping Data	2	To identify that objects can be counted	<ul style="list-style-type: none"> <li>I can count objects.</li> <li>I can group objects.</li> <li>I can describe a property of an object.</li> </ul>																Copyright and ownership	
1	4	Grouping Data	3	To describe objects in different ways	<ul style="list-style-type: none"> <li>I can describe an object.</li> <li>I can find objects with similar properties.</li> <li>I can count how many objects share a property.</li> </ul>																Copyright and ownership	
1	4	Grouping Data	4	To count objects with the same properties	<ul style="list-style-type: none"> <li>I can group similar objects.</li> <li>I can choose how to group objects.</li> <li>I can describe groups of objects.</li> </ul>																Copyright and ownership	
1	4	Grouping Data	5	To compare groups of objects	<ul style="list-style-type: none"> <li>I can record how many objects are in a group.</li> <li>I can compare groups of objects.</li> <li>I can decide how to group objects to answer a question.</li> </ul>																Copyright and ownership	
1	4	Grouping Data	6	To answer questions about groups of objects	<ul style="list-style-type: none"> <li>I can record and share what I have found.</li> <li>I can compare groups of objects.</li> <li>I can decide how to group objects to answer a question.</li> </ul>																Copyright and ownership	
1	5	Digital Writing	1	To use a computer to write	<ul style="list-style-type: none"> <li>I can identify and find keys on a keyboard.</li> <li>I can open a word processor.</li> <li>I can recognise keys on a keyboard.</li> </ul>																Privacy and security	
1	5	Digital Writing	2	To add and remove text on a computer	<ul style="list-style-type: none"> <li>I can use backspace to remove text.</li> <li>I can use letter, number, and space keys.</li> <li>I can use letter, number, and space keys.</li> </ul>																	Privacy and security
1	5	Digital Writing	3	To identify that the look of text can be changed on a computer	<ul style="list-style-type: none"> <li>I can explain what the keys that I have learnt about already do.</li> <li>I can identify the toolbar and use bold, italic, and underline.</li> <li>I can type capital letters.</li> </ul>																	Privacy and security
1	5	Digital Writing	4	To make careful choices when changing text	<ul style="list-style-type: none"> <li>I can change the font.</li> <li>I can select a word by double-clicking.</li> <li>I can select all of the text by clicking and dragging.</li> </ul>																	Privacy and security
1	5	Digital Writing	5	To explain why I used the tools that I chose	<ul style="list-style-type: none"> <li>I can decide if my changes have improved my writing.</li> <li>I can say what tool I used to change the text.</li> <li>I can use 'undo' to remove changes.</li> </ul>																Privacy and security	
1	5	Digital Writing	6	To compare writing on a computer with writing on paper	<ul style="list-style-type: none"> <li>I can compare using a computer with using a pencil and paper.</li> <li>I can say which method I like best.</li> <li>I can write a message on a computer and on paper.</li> </ul>																Privacy and security	
1	6	Programming Animations	1	To choose a command for a given purpose	<ul style="list-style-type: none"> <li>I can compare different programming tools.</li> <li>I can find which commands move a sprite.</li> <li>I can use commands to move a sprite.</li> </ul>																	
1	6	Programming Animations	2	To show that a series of commands can be joined together	<ul style="list-style-type: none"> <li>I can run my program.</li> <li>I can use a start block in a program.</li> <li>I can use more than one block by joining them together.</li> </ul>																	
1	6	Programming Animations	3	To identify the effect of changing a value	<ul style="list-style-type: none"> <li>I can change the value.</li> <li>I can find blocks which have numbers.</li> <li>I can see what happens when I change a value.</li> </ul>																	
1	6	Programming Animations	4	To explain that each sprite has its own instructions	<ul style="list-style-type: none"> <li>I can add blocks to each of my sprites.</li> <li>I can delete a sprite.</li> <li>I can show that a project can include more than one sprite.</li> </ul>																	
1	6	Programming Animations	5	To design the parts of a project	<ul style="list-style-type: none"> <li>I can choose appropriate artwork for my project.</li> <li>I can create an algorithm for each sprite.</li> <li>I can decide how each sprite will move.</li> </ul>																	
1	6	Programming Animations	6	To use my algorithm to create a program	<ul style="list-style-type: none"> <li>I can add programming blocks based on my algorithm.</li> <li>I can test the programs I have created.</li> <li>I can use sprites which match my design.</li> </ul>																	
2	1	Information Technology around us	1	To recognise the uses and features of information technology	<ul style="list-style-type: none"> <li>I can describe some uses of computers.</li> <li>I can identify examples of computers.</li> <li>I can identify that a computer is a part of information technology.</li> </ul>																Health, well-being and lifestyle	
2	1	Information Technology around us	2	To identify information technology in the home	<ul style="list-style-type: none"> <li>I can explain the purpose of information technology in the home.</li> <li>I can move and resize images.</li> <li>I can open a file.</li> </ul>																Health, well-being and lifestyle	
2	1	Information Technology around us	3	To identify information technology beyond school	<ul style="list-style-type: none"> <li>I can compare types of information technology.</li> <li>I can find examples of information technology.</li> <li>I can talk about uses of information technology.</li> </ul>																Health, well-being and lifestyle	
2	1	Information Technology around us	4	To explain how information technology benefits us	<ul style="list-style-type: none"> <li>I can demonstrate how information technology is used in a shop.</li> <li>I can explain how information technology helps people.</li> <li>I can recognise that information technology can be connected.</li> </ul>																Health, well-being and lifestyle	
2	1	Information Technology around us	5	To show how to use information technology safely	<ul style="list-style-type: none"> <li>I can list different uses of information technology.</li> <li>I can recognise how to use information technology responsibly.</li> <li>I can say how those rules/guides can help me.</li> </ul>																Health, well-being and lifestyle	
2	1	Information Technology around us	6	To recognise that choices are made when using information technology	<ul style="list-style-type: none"> <li>I can enjoy a variety of activities.</li> <li>I can explain simple guidance for using information technology in different environments and settings.</li> <li>I can identify the choices that I make when using information technology.</li> </ul>																Health, well-being and lifestyle	
2	2	Digital Photography	1	To know what devices can be used to take photographs	<ul style="list-style-type: none"> <li>I can capture digital photos and talk about my experience.</li> <li>I can spot devices into old and new.</li> <li>I can talk about how to take a photograph.</li> </ul>																Self-image and identity	
2	2	Digital Photography	2	To use a digital device to take a photograph	<ul style="list-style-type: none"> <li>I can explain the process of taking a good photograph.</li> <li>I can explain why a photo looks better in portrait or landscape format.</li> </ul>																Self-image and identity	
2	2	Digital Photography	3	To describe what makes a good photograph	<ul style="list-style-type: none"> <li>I can take photos in both landscape and portrait format.</li> <li>I can discuss how to take a good photograph.</li> <li>I can explain what is wrong with a photograph.</li> </ul>																Self-image and identity	
2	2	Digital Photography	4	To decide how photographs can be improved	<ul style="list-style-type: none"> <li>I can improve a photograph by retaking it.</li> <li>I can experiment with different light sources.</li> <li>I can explore the effect that light has on a photo.</li> </ul>																Self-image and identity	
2	2	Digital Photography	5	To use tools to change an image	<ul style="list-style-type: none"> <li>I can focus on an object.</li> <li>I can explain my choices.</li> <li>I can recognise that images can be changed.</li> </ul>																Self-image and identity	
2	2	Digital Photography	6	To recognise that images can be changed	<ul style="list-style-type: none"> <li>I can use a tool to achieve a desired effect.</li> <li>I can apply a range of photography skills to capture a photo.</li> <li>I can identify which images are real and which have been changed.</li> </ul>																Self-image and identity	
2	3	Robot Algorithms	1	To describe a series of instructions as a sequence	<ul style="list-style-type: none"> <li>I can recognise which images have been changed.</li> <li>I can choose a series of words that can be enacted as a sequence.</li> <li>I can follow instructions given by someone else.</li> </ul>																	
2	3	Robot Algorithms	2	To explain what happens when we change the order of instructions	<ul style="list-style-type: none"> <li>I can give clear and unambiguous instructions.</li> <li>I can create different algorithms for a range of sequences (using the same commands).</li> <li>I can show the difference in outcomes between two sequences that consist of the same commands.</li> </ul>																	
2	3	Robot Algorithms	3	To use logical reasoning to predict the outcome of a program (series of commands)	<ul style="list-style-type: none"> <li>I can use an algorithm to program a sequence on a floor robot.</li> <li>I can compare my prediction to the program outcome.</li> <li>I can follow a sequence.</li> </ul>																	
2	3	Robot Algorithms	4	To explain that programming projects can have code and artwork	<ul style="list-style-type: none"> <li>I can predict the outcome of a sequence.</li> <li>I can explain the choices I made for my art design.</li> <li>I can identify different routes around my mat.</li> </ul>																	
2	3	Robot Algorithms	5	To design an algorithm	<ul style="list-style-type: none"> <li>I can test the mat to make sure that it is stable.</li> <li>I can create an algorithm to meet my goal.</li> <li>I can explain what my algorithm should achieve.</li> </ul>																	
2	3	Robot Algorithms	6	To create and debug a program that I have written	<ul style="list-style-type: none"> <li>I can use my algorithm to create a program.</li> <li>I can plan algorithms for different parts of a task.</li> <li>I can put together the different parts of my program.</li> </ul>																	
2	4	Pictograms	1	To recognise that we can count and compare objects using tally charts	<ul style="list-style-type: none"> <li>I can test and debug each part of the program.</li> <li>I can compare tasks in a tally chart.</li> <li>I can record data in a tally chart.</li> </ul>																Privacy and security	
2	4	Pictograms	2	To recognise that objects can be represented as pictures	<ul style="list-style-type: none"> <li>I can represent a tally count as a total.</li> <li>I can enter data onto a computer.</li> <li>I can use a computer to view data in a different format.</li> </ul>																Privacy and security	
2	4	Pictograms	3	To create a pictogram	<ul style="list-style-type: none"> <li>I can use pictograms to answer simple questions about objects.</li> <li>I can explain what the pictogram shows.</li> <li>I can organise data in a tally chart.</li> <li>I can use a tally chart to create a pictogram.</li> </ul>																Privacy and security	

