Year	Suggested					Nati		iculum Links				Computing Taxo			
Group 1	Order 1	Unit Name	Lesson 1	Learning Objectives	Success Criteria 1.1 - I can explain how these technology examples help us - I can explain technology as something that helps us	1.2	1.3	1.4 1.5	1.6 AL	CM CS	DD E	N ET	Π NW	PG SS	Education for a Connected World
		Technology around us		To identify technology	I can locate examples of technology in the classroom I can name the main parts of a computer										Copyright and ownership Health, well-being and lifestyle
1	1	Technology around us	2	To identify a computer and its main parts	I can switch on and log into a computer I can use a mouse to click and drag I can click and drag to make objects on a screen										Copyright and ownership Health, well-being and lifestyle
1	1	Technology around us	3	To use a mouse in different ways	I can use a mouse to create a picture I can use a mouse to open a program										Copyright and ownership Health, well-being and lifestyle
1	1	Technology around us	4	To use a keyboard to type	I can save my work to a file I can tell you that writing on a computer is called typing I can type my name on a computer										Copyright and ownership Health, well-being and lifestyle
1	1	Technology around us	5	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 I can use the arrow keys to move the cursor										Copyright and ownership Health, well-being and lifestyle
1	1	Technology around us	6	To create rules for using technology responsibly	- I can use the arrow keys to move the cursor - I can discuss how we benefit from these rules - I can discuss how we benefit from these rules - I can identify rules to keep us safe and healthy when we are										- Copyright and ownership
					using technology in and beyond the home										- Health, well-being and lifestyle
1	2	Digital Painting	1	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 I can make marks with the square and line tools I can use the shape and line tools effectively										
1	2	Digital Painting	2	To use the shape tool and the line tools	I can use the shape and line tools to recreate the work of an artist										
1	2	Digital Painting	3	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 - I can choose appropriate paint tools and colours to recreate										
1	2	Digital Painting	4	To explain why I chose the tools I used	- I can say which tools were helpful and why										
					- I know that different point tools do different jobs - 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										
1	2	Digital Painting	5	To use a computer on my own to paint a picture	artist on my own										
1	2	Digital Painting	6	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										
Ċ		Digital Pariting	Ü	To compare pareing a picture on a composer and on paper	paper I can spot the differences between painting on a computer and on paper										
1	3	Moving a robot	1	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										
1	3	Moving a robot	2	To act out a given word	- I can follow an instruction										
1	3		3	To combine forwards and backwards commands to make a	I can recall words that can be acted out I can compare forwards and backwards movements I can predict the outcome of a sequence involving forwards										
1	3	Moving a robot	3	sequence	and backwards commands - I can start a sequence from the same place										
1	3	Moving a robot	4	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 Lose predict the outcome of a required involving up to four.										
					I can predict the outcome of a sequence involving up to four commands I can choose the order of commands in a sequence										
1	3	Moving a robot	5	To plan a simple program	I can debug my program I can explain what my program should do										
1	3	Moving a robot	6	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.										
1	4	Grouping Data	1	To label objects	I can describe objects using labels I can identify the label for a group of objects										- Copyright and ownership
1	4	Grouping Data	2	To identify that objects can be counted	- I can match objects to groups - I can count a group of objects										- Copyright and ownership
1	4	Grouping Data	3	To describe objects in different ways	- I can count objects - I can group objects - I can describe a property of an object - I can describe an object										Copyright and ownership
1	4		4		I can find objects with similar properties I can count how many objects share a property										
		Grouping Data		To count objects with the same properties	I can group objects in more than one way I can group similar objects I can choose how to group objects										- Copyright and ownership
1	4	Grouping Data	5	To compare groups of objects	I can describe groups of objects I can record how many objects are in a group I can compare groups of objects										- Copyright and ownership
1	4	Grouping Data	6	To answer questions about groups of objects	I can decide how to group objects to answer a question I can record and share what I have found										- Copyright and ownership
1	5	Digital Writing	1	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										- Privacy and security
1	5	Digital Writing	2	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										- Privacy and security
1	5		3		- I can explain what the keys that I have learnt about already										
1	5	Digital Writing	3	To identify that the look of text can be changed on a computer	do I can identify the toobar and use bold, italic, and underline I can type capital letters										- Privacy and security
1	5	Digital Writing	4	To make careful choices when changing text	I can change the font I can select a word by double-clicking I can select all of the text by clicking and dragging I can select all of the text by clicking and dragging										- Privacy and security
1	5	Digital Writing	5	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										- Privacy and security
1	5	Digital Writing	6	To compare writing on a computer with writing on paper	I can compare using a computer with using a pencil and paper										- Privacy and security
					- I can say which method I like best - I can write a message on a computer and on paper - I can compare different programming tools - I can find which commands move a sprite										- I mady and second
1	6	Programming Animations	1	To choose a command for a given purpose											
1	6	Programming Animations	2	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										
1	6	Programming Animations	3	To identify the effect of changing a value	I can change the value I can find blocks which have numbers I can say what happens when I change a value										
1	6	Programming Animations	4	To explain that each sprite has its own instructions	I can add blocks to each of my sprites I can delete a sprite										
1	6	Programming Animations	5	To design the parts of a project	I can show that a project can include more than one sprite I can choose appropriate artwork for my project I can create an algorithm for each sprite										
					- I can decide how each sprite will move - I can add programming blocks based on my algorithm - I can test the programs I have created										
1	6	Programming Animations	6	To use my algorithm to create a program											
2	1	Information Technology around us	1	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 examples of computers - I can identify that a computer is a part of information										- Health, well-being and lifestyle
2	1	Information Technology	2	To identify information technology in the home	technology I can explain the purpose of information technology in the home										- Health, well-being and lifestyle
		around us			I can move and resize images I can open a file I can compare types of information technology										
2	1	Information Technology around us	3	To identify information technology beyond school	I can find examples of information technology I can talk about uses of information technology I can demonstrate how information technology is used in a										- Health, well-being and lifestyle
2	1	Information Technology around us	4	To explain how information technology benefits us	shop - I can explain how information technology helps people										- Health, well-being and lifestyle
					I can recognise that information technology can be connected I can list different uses of information technology										
2	1	Information Technology around us	5	To show how to use information technology safely	I can recognise how to use information technology responsibly I can say how those rules/guides can help me										- Health, well-being and lifestyle
2	1	Information Technology	6	To recognise that choices are made when using information	I can enjoy a variety of activities I can explain simple guidance for using information technology in different environments and settings										- Health, well-being and lifestyle
		around us	·	technology	technology in different environments and settings - I can identify the choices that I make when using information technology										rouser, war-being and mostyle
2	2	Digital Photography	1	To know what devices can be used to take photographs	I can capture digital photos and talk about my experience I can sort devices into old and new I can talk about how to take a photograph										- Self-image and identity
					I can talk about how to take a photograph I can explain the process of taking a good photograph I can explain why a photo looks better in portrait or landscape										
2	2	Digital Photography	2	To use a digital device to take a photograph	format - I can take photos in both landscape and portrait format										- Self-image and identity
2	2	Digital Photography	3	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.										- Self-image and identity
2	2	Digital Photography	4	To decide how photographs can be improved	- I can improve a photograph by retaking it - I can experiment with different light sources - I can explore the effect that light has on a photo - I can focus on an object										- Self-image and identity
2	2	Digital Photography	5	To use tools to change an image	I can explain my choices I can recognise that images can be changed										- Self-image and identity
					- I can use a tool to achieve a desired effect										
2	2	Digital Photography	6	To recognise that images can be changed	I can apply a range of photography skills to capture a photo I can identify which images are real and which have been changed I can recognise which images have been changed I can recognise which images have been changed										- Self-image and identity
2	3	Robot Algorithms	1	To describe a series of instructions as a sequence	I can recognise which images have been changed 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 and unambiguous instructions I can create different algorithms for a range of sequences										
2	3	Robot Algorithms	2	To explain what happens when we change the order of instructions	(using the same commands) - 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										
2	3	Robot Algorithms	3	To use logical reasoning to predict the outcome of a program (series of commands)	I can compare my prediction to the program outcome I can follow a sequence I can predict the outcome of a sequence										
2	3	Robot Algorithms	4	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										
	3	Robot Algorithms	5	To design an algorithm	I can create an algorithm to meet my goal I can explain what my algorithm should achieve										
2	3	Robot Algorithms	6	To create and debug a program that I have written	I can use my algorithm to create a program I can plan algorithms for different parts of a task I can put together the different parts of my program										
2		9		To recognise that we can count and compare objects using	- I can best and debug each part of the program - I can compare totals in a tally chart - I can record data in a tally chart										- Privacy and security
2		Dictorame	4												
2	4	Pictograms	1	tally charts	- I can represent a tally count as a total - I can enter data onto a computer										- I mady and second
2		Pictograms Pictograms	2	tally charts To recognise that objects can be represented as pictures	- Loan represent a tally count as a total - Loan enter data orto a computer - Loan user somputer to leve with data in a different format - Loan use a computer to leve with data in a different format - Loan use pictograms to answer simple questions about objects - Loan explain what the pictogram shows										- Privacy and security

2	4	Pictograms	4	To select objects by attribute and make comparisons	- I can answer 'more than'/less than' and 'mostlleast' questions about an attribute - I can create a pictogram to arrange objects by an attribute - I can tally objects using a common attribute						- Privacy and security
2	4	Pictograms	5	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						- Privacy and security
2	4	Pictograms	6	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.						- Privacy and security
2	5	Making Music	1	To say how music can make us fee!	I can describe how music makes me feet, e.g. happy or sad I can identify simple differences in pieces of music I can isten with concentration to a range of music (links to the Music curriculum)						- Copyright and ownership
2	5	Making Music	2	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						- Copyright and ownership
2	5	Making Music	3	To describe how music can be used in different ways	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 and duration						- Copyright and ownership
2	5	Making Music	4	To show how music is made from a series of notes	I can identify that music is a sequence of notes I can refine my musical pattern on a computer I can use a computer to create a musical pattern using three notes						- Copyright and ownership
2	5	Making Music	5	To create music for a purpose	I can describe an animal using sounds I can explain my choices I can save my work						- Copyright and ownership
2	5	Making Music	6	To review and refine our computer work	I can explain how I made my work better I can listen to music and describe how it makes me feel I can reopen my work						- Copyright and ownership
2	6	An Introduction to Quizzes	1	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						
2	6	An Introduction to Quizzes	2	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						
2	6	An Introduction to Quizzes	3	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 tell the actions of a scrite in an algorithm						
2	6	An Introduction to Quizzes	4	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						
2	6	An Introduction to Quizzes	5	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						
2	6	An Introduction to Quizzes	6	To decide how my project can be improved	I can compare my project to my design I can debug I can improve my project by adding features						