Year Group	Suggested Order	Unit Name	Lesson	Learning Objectives	Success Criteria	National Curriculum Links						Teach Computing Taxonomy										Cross Curricular Links	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	Computing systems and networks – Technology around us	1	-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																		- Copyright and ownership - Health, well-being and lifestyle
1	1	Computing systems and networks – Technology around us	2	-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																		- Copyright and ownership - Health, well-being and lifestyle
1	1	Computing systems and networks – Technology around us	3	-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																		- Copyright and ownership - Health, well-being and lifestyle
1	1	Computing systems and networks – Technology around us	4	-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																		- Copyright and ownership - Health, well-being and lifestyle
1	1	Computing systems and networks – 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																		- Copyright and ownership - Health, well-being and lifestyle
1	1	Computing systems and networks – Technology around us	6	-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																		- Copyright and ownership - Health, well-being and lifestyle
1	2	Creating media – 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																	Art and Design	
1	2	Creating media – Digital painting	2	-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																	Art and Design	
1	2	Creating media – 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																	Art and Design	
1	2	Creating media – Digital painting	4	-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																	Art and Design	
1	2	Creating media – Digital painting	5	-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																	Art and Design	
1	2	Creating media – 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 paper - I can spot the differences between painting on a computer and on paper																	Art and Design	
1	3	Programming A – 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																	English – writing	
1	3	Programming A – Moving a robot	2	-To act out a given word	-I can follow an instruction - I can give directions - I can recall words that can be acted out																	English – writing	
1	3	Programming A – Moving a robot	3	-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																	English – writing	
1	3	Programming A – 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 - I can predict the outcome of a sequence involving up to four commands																	English – writing	
1	3	Programming A – Moving a robot	5	-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																	English – writing	
1	3	Programming A – 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																	English – writing	
1	4	Data and information – Grouping data	1	-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																		- Copyright and ownership
1	4	Data and information – Grouping data	2	-To identify that objects can be counted	-I can count a group of objects - I can count objects - I can group objects																		- Copyright and ownership
1	4	Data and information – Grouping data	3	-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																		- Copyright and ownership
1	4	Data and information – Grouping data	4	-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																		- Copyright and ownership
1	4	Data and information – Grouping data	5	-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																		- Copyright and ownership
1	4	Data and information – Grouping data	6	-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																		- Copyright and ownership
1	5	Creating media – 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	Creating media – 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	Creating media – Digital writing	3	-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																		- Privacy and security
1	5	Creating media – Digital writing	4	-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																		- Privacy and security
1	5	Creating media – 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	Creating media – Digital writing	6	-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																		- Privacy and security
1	6	Programming B - Programming animations	1	-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																		
1	6	Programming B - 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 B - Programming animations	3	-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																		
1	6	Programming B - 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 - I can show that a project can include more than one sprite																		
1	6	Programming B - Programming animations	5	-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																		
1	6	Programming B - Programming animations	6	-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																		
2	1	Computing systems and networks – IT 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 that a computer is a part of IT																		- Health, well-being and lifestyle
2	1	Computing systems and networks – IT around us	2	-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																		- Health, well-being and lifestyle
2	1	Computing systems and networks – IT around us	3	-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																		- Health, well-being and lifestyle
2	1	Computing systems and networks – IT around us	4	-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																		- Health, well-being and lifestyle
2	1	Computing systems and networks – IT around us	5	-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																		- Health, well-being and lifestyle
2	1	Computing systems and networks – IT around us	6	-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																		- Health, well-being and lifestyle
2	2	Creating media – Digital photography	1	-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																	Art and design	- Self-image and identity
2	2	Creating media – Digital photography	2	-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																	Art and design	- Self-image and identity
2	2	Creating media – 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																	Art and design	- Self-image and identity

2	2	Creating media – Digital photography	4	-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		Art and design	- Self-image and identity
2	2	Creating media – Digital photography	5	-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		Art and design	- Self-image and identity
2	2	Creating media – Digital photography	6	-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		Art and design	- Self-image and identity
2	3	Programming A – Robot algorithms	1	-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		Music	
2	3	Programming A – Robot algorithms	2	-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		Music	
2	3	Programming A – Robot algorithms	3	-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		Music	
2	3	Programming A – 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		Music	
2	3	Programming A – Robot algorithms	5	-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		Music	
2	3	Programming A – Robot algorithms	6	-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		Music	
2	4	Data and information – Pictograms	1	-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		Maths	- Privacy and security
2	4	Data and information – Pictograms	2	-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		Maths	- Privacy and security
2	4	Data and information – Pictograms	3	-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		Maths	- Privacy and security
2	4	Data and information – Pictograms	4	-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		Maths	- Privacy and security
2	4	Data and information – 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		Maths	- Privacy and security
2	4	Data and information – 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		Maths	- Privacy and security
2	5	Creating media - Digital music	1	-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			- Copyright and ownership
2	5	Creating media - Digital 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	Creating media - Digital music	3	-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			- Copyright and ownership
2	5	Creating media - Digital music	4	-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			- Copyright and ownership
2	5	Creating media - Digital music	5	-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			- Copyright and ownership
2	5	Creating media - Digital music	6	-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			- Copyright and ownership
2	6	Programming B - Programming 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	Programming B - Programming 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	Programming B - Programming 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 work out the actions of a sprite in an algorithm			
2	6	Programming B - Programming 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	Programming B - Programming 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	Programming B - Programming quizzes	6	-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			