Year Group	Suggested Order	Unit Name	Lesson	Learning Objectives	Success Criteria	National Curriculum Links 2.1 2.2 2.3 2.4 2.5 2.6 2.7	Teach Computing Taxonomy	SS Cross Curricular Links Education for a Connected World
3	1	Computing systems and networks – Connecting computers	1	-To explain how digital devices function	-i can explain that digital devices accept inputs -i can explain that digital devices produce outputs - i can follow aproces			
3	1	Computing systems and networks – Connecting computers	2	-To identify input and output devices	- I can classify input and output devices - I can describe a simple process - I can describe a digital device - I can design a di device - I can design a digital device - I can design a di			
3	1	Computing systems and networks – Connecting computers	3	-To recognise how digital devices can change the way we work	<ul> <li>-I can explain how I use digital devices for different activities</li> <li>-I can recognise similarities between using digital devices and non-digital tools</li> </ul>			
3	1	Computing systems and networks – Connecting computers	4	-To explain how a computer network can be used to share information	- I can suggest differences between using digital devices and non-digital tools     - I can discuss why we need a network switch     - I can explain how messages are passed through multiple connections			
3	1	Computing systems and networks – Connecting computers	5	-To explore how digital devices can be connected	I can recognise different connections     I can demonstrate how information can be passed between devices			
3	1	Computing systems and networks	6	-To recognise the physical components of a network	- I can explain the role of a switch, server, and wireless access point in a network     - I can recognise that a computer network is made up of a number of devices     - I can identify how devices in a network are connected together			
3	2	- Connecting computers Creating media - Stop-frame	1	-To explain that animation is a sequence of drawings	I can identify networked devices around me     I can identify the benefits of computer networks     I can identify the benefits of computer networks     I can create an effective flip book—style animation			- Copyright and ownership
		animation Creating media - Stop-frame		or photographs -To relate animated movement with a sequence of	- I can draw a sequence of pictures - I can explain how an animation/flip book works			- Managing online information     - Copyright and ownership
3	2	animation	2	images	-l can create an effective stop-frame animation     -l can explain why little changes are needed for each frame     -l can predict what an animation will look like			- Managing online information
3	2	Creating media - Stop-frame animation	3	-To plan an animation	-I can break down a story into settings, characters and events - I can create a storyboard - I can describe an animation that is achievable on screen			- Copyright and ownership - Managing online information
3	2	Creating media - Stop-frame animation	4	-To identify the need to work consistently and carefully	I can evaluate the quality of my animation     I can review a sequence of frames to check my work     I can use onion skinning to help me make small changes between frames			- Copyright and ownership - Managing online information
3	2	Creating media - Stop-frame animation	5	-To review and improve an animation	-I can evaluate another learner's animation - I can explain ways to make my animation better - I can improve my animation based on feedback			- Copyright and ownership - Managing online information
3	2	Creating media - Stop-frame animation	6	-To evaluate the impact of adding other media to an animation	- - I can add other media to my animation - I can explain why I added other media to my animation - I can explain why I added other media to my animation			- Copyright and ownership - Managing online information
3	3	Programming A - Sequencing sounds	1	-To explore a new programming environment	-I can explain that objects in Scratch have attributes (linked to) - I can identify the objects in a Scratch project (spriles, backdrops) - I can recognise that commands in Scratch are represented as blocks			
3	3	Programming A - Sequencing sounds	2	-To identify that commands have an outcome	-I can choose a word which describes an on-screen action for my plan - I can create a program fidowing a design - I can identify that each sprite is controlled by the commands I choose			
3	3	Programming A - Sequencing sounds	3	-To explain that a program has a start	-I can create a sequence of connected commands -I can explain that the existes in my project Will respond exactly to the code -I can start a program in different ways			
3	3	Programming A - Sequencing sounds	4	-To recognise that a sequence of commands can have an order	-l can combine sound commands -l can explain what a sequence is			
3	3	Programming A - Sequencing sounds	5	-To change the appearance of my project	- I can order notes into a sequence     - I can build a sequence of commands     - I can decide the actions for each sprite in a program			
3	3	Programming A - Sequencing sounds	6	-To create a project from a task description	I can make design choices for my artwork     ican identify and name the objects I will need for a project     ican implement my algorithm as code			
3	4	Data and information – Branching databases	1	-To create questions with yes/no answers	I can relate a task description to a design     can create two groups of objects separated by one attribute			
3	4	Data and information – Branching databases	2	-To identify the attributes needed to collect data about an object	- I can investigate questions with yes/ho answers     - I can make up a yes/ho question about a collection of objects     - I can arrange objects into a tree structure			
3	4	Data and information – Branching	3	-To create a branching database	<ul> <li>- I can create a group of objects within an existing group</li> <li>- I can select an attribute to separate objects into groups</li> </ul>			
		databases Data and information – Branching		-To explain why it is helpful for a database to be well	-l can group objects using my own yee/no questions     -l can select objects to arrange in abranching database     -l can test my branching database to see if it works     -l can compare two branching database structures			
3	•	databases	4	structured	<ul> <li>I can create yes/no questions using given attributes</li> <li>I can explain that questions need to be ordered carefully to split objects into similarly sized groups</li> </ul>			
3	4	Data and information – Branching databases	5	-To plan the structure of a branching database	<ul> <li>-I can create a physical version of a branching database</li> <li>- I can create questions that will enable objects to be uniquely identified</li> <li>- I can independently create questions to use in a branching database</li> </ul>			
3	4	Data and information – Branching databases	6	-To independently create an identification tool	-I can create a branching database that reflects my plan -I can suggest real-world uses for branching databases -I can work with a partner to test my identification tool			
3	5	Creating media – Desktop publishing	1	-To recognise how text and images convey information	I can explain the difference between text and images     I can identify the advantages and disadvantages of using text and images     Can recognise that text and images can communicate messages clearly			- Copyright and ownership - Managing online information
3	5	Creating media – Desktop publishing	2	-To recognise that text and layout can be edited	-l can change font style, size, and colours for a given purpose - I can edit text - I can explain that text can be changed to communicate more clearly			- Copyright and ownership - Managing online information
3	5	Creating media – Desktop publishing	3	-To choose appropriate page settings	- - I can create a template for a particular purpose - I can define the term 'page orientation' - I can recognise placeholders and say why they are important			- Copyright and ownership - Managing online information
3	5	Creating media – Desktop publishing	4	-To add content to a desktop publishing publication	-I can choose the best locations for my content -I can make changes to content after I ve added it -I can paste text and images to create a magazine cover			- Copyright and ownership - Managing online information
3	5	Creating media – Desktop publishing	5	-To consider how different layouts can suit different purposes	-I can choose a suitable layout for a given purpose -I can identify different layouts -I can match alwout to a purpose			- Copyright and ownership - Managing online information
3	5	Creating media – Desktop publishing	6	-To consider the benefits of desktop publishing	- I can compare work made on desktop publishing to work created by hand - I can identify the uses of desktop publishing in the real world - I can asy why desktop publishing impit be helpful			- Copyright and ownership - Managing online information
3	6	Programming B - Events and actions in programs	1	-To explain how a sprite moves in an existing project	<ul> <li>-I can choose which keys to use for actions and explain my choices</li> <li>- I can explain the relationship between an event and an action</li> </ul>			
3	6	Programming B - Events and actions in programs	2	-To create a program to move a sprite in four directions	I can identify a way to improve a program     - I can choose a character for my project     - I can choose a suitable size for a character in a maze			
3	6	Programming B - Events and actions in programs	3	-To adapt a program to a new context	I can program movement     I can choose blocks to set up my program     I can choose blocks to set up my program     I can consider the real world when making design choices			
3	e	Programming B - Events and actions in programs	4	-To develop my program by adding features	I can use a programming extension     I can build more sequences of commands to make my design work			
3	e	Programming B - Events and actions in programs	5	-To identify and fix bugs in a program	- I can choose suitable keys to turn on additional features     - I can identify additional features (from a given set of blocks)     - I can match a piece of code to an outcome			
3		Programming B - Events and		-To design and create a maze-based challenge	I can motify a program using a design     I can test a program against a given design     Can evaluate my project			
		actions in programs		-To describe how networks physically connect to other	- I can implement my design - I can make design choices and justify them			
4		- The Internet	1	networks	<ul> <li>- I can demonstrate how information is shared across the internet</li> <li>- I can describe the internet as a network of networks</li> <li>- I can discuss why a network needs protecting</li> </ul>			
4		Computing systems and networks – The Internet	2	-To recognise how networked devices make up the internet	-I can describe networked devices and how they connect - I can explain that the internet is used to provide many services - I can recognise that the World Wide Web contains websites and web pages			
4	1	Computing systems and networks – The Internet	3	-To outline how websites can be shared via the World Wide Web (WWW)	-I can describe how to access websites on the WWW - I can describe where websites are stored when uploaded to the WWW - I can explain the types of media that can be shared on the WWW			

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4	1	Computing systems and networks – The Internet	4	-To describe how content can be added and accessed on the World Wide Web (WWW)	-l can explain that internet services can be used to create content online -l can explain what media can be found on websites -l can recognise that I can add content to the WWW			
4	1	Computing systems and networks – The Internet	5	-To recognise how the content of the WWW is created by people	-I can explain that there are rules to protect content I can explain that websites and their content are created by people -I can suggest who owns the content on websites			
4	1	Computing systems and networks – The Internet	6	-To evaluate the consequences of unreliable content	-I can explain that not everything on the World Wide Web is true -I can explain why I need to think carefully before I share or reshare content -I can explain why some information I find online may not be honest, accurate, or legal			
4	2	Creating media - Audio production	1	-To identify that sound can be recorded	-I can explain that the person who records the sound can say who is allowed to use it -I can identify the input and output devices used to record and play sound -I can use a computer to record audio			- Copyright and ownership
4	2	Creating media - Audio production	2	-To explain that audio recordings can be edited	-I can discuss what sounds can be added to a podcast I can inspect the soundwave view to know where to trim my recording I can encector my voice to improve my recording			- Copyright and ownership
4	2	Creating media - Audio production	3	-To recognise the different parts of creating a podcast project	-i can explain how sounds can be combined to make a podcast more engaging - I can plan appropriate content for a podcast - I can save my projects to the different parts remain editable			- Copyright and ownership
4	2	Creating media - Audio production	4	-To apply audio editing skills independently	-I can improve my voice recordings -I can record content following my plan -I can review the quality of my recordings			- Copyright and ownership
4	2	Creating media - Audio production	5	-To combine audio to enhance my podcast project	I can arrange multiple sounds to create the effect I want     Can explain the difference between saving a project and exporting an audio file     i can open my project to continue working on It			- Copyright and ownership
4	2	Creating media - Audio production	6	-To evaluate the effective use of audio	-I can choose appropriate edits to improve my podcast -I can listen to an audio recording to identify its strengths -I can suggest improvements to an audio recording			- Copyright and ownership
4	3	Programming A – Repetition in shapes	1	-To identify that accuracy in programming is important	- I can create a code snippet for a given purpose - I can explain the effect of changing a value of a command - I can program a computer by typing commands			
4	3	Programming A – Repetition in shapes	2	-To create a program in a text-based language	-i can test my algorithm in a text-based language -i can use a template to create a design for my program -i can write an algorithm to produce a given outcome			
4	3	Programming A – Repetition in shapes	3	-To explain what 'repeat' means	-I can identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves -I can identify patterns in a sequence - I can use a court-controlled loop to produce a given outcome			
4	3	Programming A – Repetition in shapes	4	-To modify a count-controlled loop to produce a given outcome	-I can choose which values to change in a loop -I can identify the effect of changing the number of times a task is repeated -I can predict the outcome of a program containing a count-controlled loop			
4	3	Programming A – Repetition in shapes	5	-To decompose a task into small steps	-i can explain that a computer can repeatedly call a procedure -i can identify chunks' of actions in the real world -i can use a procedure in a program			
4	3	Programming A – Repetition in shapes	6	-To create a program that uses count-controlled loops to produce a given outcome	-i can design a program that includes count-controlled loops -i can develop my program by debugging it -i can make use of my design to write a program			
4	4	Data and information – Data logging	1	-To explain that data gathered over time can be used to answer questions	-I can choose a data set to answer a given question -I can identify data that can be gathered over time -I can suggest questions that can be answered using a given data set			
4	4	Data and information – Data logging	2	-To use a digital device to collect data automatically	-I can explain what data can be collected using sensors -I can identify that data from sensors can be recorded -I can use data from a sensor to answer a given question			
4	4	Data and information – Data logging	3	-To explain that a data logger collects 'data points' from sensors over time	-I can identify the intervats used to collect data -I can recognise that a data logger collects data at given points -I can talk about the data that I have captured			
4	4	Data and information – Data logging	4	-To recognise how a computer can help us analyse data	-I can explain that there are different ways to view data -I can sort data to find information -I can view data at different levels of detail			
4	4	Data and information – Data logging	5	-To identify the data needed to answer questions	-I can plan how to collect data using a data logger -I can propose a question that can be answered using logged data -I can use a data logger to collect data		_	
4	4	Data and information – Data logging	6	-To use data from sensors to answer questions	-I can draw conclusions from the data that I have collected -I can explain the benefits of using a data logger -I can interpret data that has been collected using a data logger			
4	5	Creating media – Photo editing	1	-To explain that the composition of digital images can be changed	-I can explain why I might crop an image -I can improve an image by rotating it -I can use photo editing software to crop an image			- Copyright and ownership - Self-Image and identity
4	5	Creating media – Photo editing	2	-To explain that colours can be changed in digital images	-I can experiment with different colour effects -I can explain that different colour effects make you think and feel different things -I can explain why I chose certain colour effects			- Copyright and ownership - Self-image and identity
4	5	Creating media – Photo editing	3	-To explain how cloning can be used in photo editing	-I can add to the composition of an image by cloning -I can identify how a photo edit can be improved -I can remove parts of an image using cloning			- Copyright and ownership - Self-image and identity
4	5	Creating media – Photo editing	4	-To explain that images can be combined	-I can experiment with tools to select and copy part of an image -I can explain why photos might be edited -I can use a range of tools to copy between images			- Copyright and ownership - Self-image and identity
4	5	Creating media – Photo editing	5	-To combine images for a purpose	-l can choose suitable images for my project -l can create a project that is a combination of other images -l can describe the image I want to create			- Copyright and ownership - Self-image and identity
4	5	Creating media – Photo editing	6	-To evaluate how changes can improve an image	-i can combine text and my image to complete the project - I can review images against a given criteria - I can use feedback to quide making changes			- Copyright and ownership - Self-image and identity
4	6	Programming B – Repetition in games	1	-To develop the use of count-controlled loops in a different programming environment	-i can list an everyday task as a set of instructions including repetition -i can modify a snippet of code to create a given outcome -i can predict the outcome of a snippet of code			
4	6	Programming B – Repetition in games	2	-To explain that in programming there are infinite loops and count controlled loops	-I can choose when to use a count-controlled and an infinite loop -I can modify loops to produce a given outcome -I can recognise that some programming languages enable more than one process to be run at once			
4	6	Programming B – Repetition in games	3	-To develop a design that includes two or more loops which run at the same time	-I can choose which action will be repeated for each object -I can evaluate the effectiveness of the repeated sequences used in my program -I can explain what the outcome of the repeated action should be			
4	6	Programming B – Repetition in games	4	-To modify an infinite loop in a given program	-i can explain the effect of my changes - i can identify which parts of a loop can be changed - i can re-use existing code snippets on new sprites			
4	6	Programming B – Repetition in games	5	-To design a project that includes repetition	-I can develop my own design explaining what my project will do - I can evaluate the use of repetition in a project - I can select key parts of a given project to use in my own design			
4	6	Programming B – Repetition in games	6	-To create a project that includes repetition	-I can build a program that follows my design -I can evaluate the steps I followed when building my project -I can refine the algorithm in my design			
5	1	Computing systems and networks - Systems and searching	1	-To explain that computers can be connected together to form systems	-I can describe that a computer system features inputs, processes, and outputs -I can explain that computer systems communicate with other devices -I can explain that systems are built using a number of parts			- Copyright and ownership
5	1	Computing systems and networks - Systems and searching	2	-To recognise the role of computer systems in our lives	-I can explain the benefits of a given computer system I can identify tasks that are managed by computer systems I can identify the human elements of a computer system			- Copyright and ownership
5	1	Computing systems and networks - Systems and searching	3	-To experiment with search engines	-I can compare results from different search engines I can make use of a web search to find specific information I can refine my web search			- Copyright and ownership
5	1	Computing systems and networks - Systems and searching	4	-To describe how search engines select results	-I can explain why we need tools to find things online I can recognise the role of web crawlers in creating an index I can relate a search term to the search engine's index			- Copyright and ownership
5	1	Computing systems and networks - Systems and searching	5	-To explain how search results are ranked	-I can explain that a search engine follows rules to rank results I can give examples of criteria used by search engines to rank results I can order a list by rank.			- Copyright and ownership
5	1	Computing systems and networks - Systems and searching	6	-To recognise why the order of results is important, and to whom	-i can describe some of the ways that search results can be influenced - i can explain how search engines make money - i can recognise some of the limitations of search engines			Copyright and ownership     Managing online information
5	2	Creating media - Video production	1	-To explain what makes a video effective	-l can compare features in different videos - I can explain that video is a visual media format - I can identify features of videos			Managing online information     Online relationships     Online reputation     Self-image and identity

5	2	Creating media - Video production	2	-To identify digital devices that can record video	I can experiment with different camera angles     - I can identify and find features on a digital video recording device     - I can make use of a microphone
5	2	Creating media - Video production	3	-To capture video using a range of techniques	- I can capture video using a range of filming techniques - I can review how effective my video is - I can suggest filming techniques for a given purpose
5	2	Creating media - Video production	4	-To create a storyboard	-I can create and save video content -I can decide which filming techniques I will use -I can outline the scenes of my video
5	2	Creating media - Video production	5	-To identify that video can be improved through reshooting and editing	-I can explain how to improve a video by reshooting and editing -I can select the correct tools to make edits to my video J can store refine and ensor two recording to a computer
5	2	Creating media - Video production	6	-To consider the impact of the choices made when making and sharing a video	I can store, retrieve, and export my recording to a computer     I can evaluate my video and share my opinions     I can make edits to my video and improve the final outcome     I can encognise that my choices when making a video will impact on the quality of
5	3	Programming A – Selection in physical computing	1	-To control a simple circuit connected to a computer	the final outcome
5	3	Programming A – Selection in physical computing	2	-To write a program that includes count-controlled loops	I can program a microcontroller to make an LED switch on     I can connect more than one output component to a microcontroller     I can design sequences that use count-controlled loops
5	3	Programming A – Selection in physical computing	3	-To explain that a loop can stop when a condition is met	I can use à count-controlled loop to control outputs     I can design a conditional loop
5	3	Programming A – Selection in physical computing	4	-To explain that a loop can be used to repeatedly check whether a condition has been met	- I can explain that a condition is either true or false     - I can program a microcontroller to respond to an input     -I can explain that a condition being met can start an action
5	3	Programming A – Selection in	5	-To design a physical project that includes selection	- I can identify a condition and an action in my project     - I can use selection (an 'ifthen' statement) to direct the flow of a program     - I can create a detailed drawing of my project
5	3	physical computing Programming A – Selection in	6	-To create a program that controls a physical	<ul> <li>- I can describe what my project will do</li> <li>- I can identify a real-world example of a condition starting an action</li> </ul>
		physical computing	6	computing project	- I can test and debug my project     - I can use selection to produce an intended outcome     - I can write an algorithm that describes what my model will do
5	4	Data and information – Flat-file databases	1	-To use a form to record information	-I can create a database using cards -I can explain how information can be recorded -I can order, sort, and group my data cards
5	4	Data and information – Flat-file databases	2	-To compare paper and computer-based databases	-I can choose which field to sort data by to answer a given question - I can explain what a field and a record is in a database - I can navigate a flat-file database to compare different views of information
5	4	Data and information – Flat-file databases	3	-To outline how you can answer questions by grouping and then sorting data	-1 can combine grouping and sorting to answer specific questions -1 can explain that data can be grouped using chosen values -1 can group information using a database
5	4	Data and information – Flat-file databases	4	-To explain that tools can be used to select specific data	- - I can choose multiple criteria to answer a given question - I can choose which field and value are required to answer a given question - I can outline how 'AND' and 'OR' can be used to refine data selection
5	4	Data and information – Flat-file databases	5	-To explain that computer programs can be used to compare data visually	I can explain the benefits of using a computer to create charts     I can refine a chart by selecting a particular filter     I can select an appropriate chart to visually compare data
5	4	Data and information – Flat-file databases	6	-To use a real-world database to answer questions	-I can ask questions that will need more than one field to answer -I can present my findings to a group -I can refine a search in a real-world context
5	5	Creating media – Introduction to vector graphics	1	-To identify that drawing tools can be used to produce different outcomes	- I can return a seatch in a rea-work comov I can discuss how vector drawings are different from paper-based drawings - I can experiment with the shape and line tools - I can experime that vector drawings are made using shapes
5	5	Creating media – Introduction to vector graphics	2	-To create a vector drawing by combining shapes	<ul> <li>-I can explain that each element added to a vector drawing is an object</li> <li>- I can identify the shapes used to make a vector drawing</li> </ul>
5	5	Creating media – Introduction to vector graphics	3	-To use tools to achieve a desired effect	I can move, resize, and rotate objects I have duplicated     Can explain how alignment grids and resize handles can be used to improve     consistency     I can modify objects to create a new image
5	5	Creating media – Introduction to vector graphics	4	-To recognise that vector drawings consist of layers	I can use the zoom tool to help me add detail to my drawings     I can change the order of layers in a vector drawing
5	5	Creating media – Introduction to	5	-To group objects to make them easier to work with	- I can identify that each added object creates a new layer in the drawing     - I can use layering to create an image     - I can copy part of a drawing by duplicating several objects
5	5	vector graphics Creating media – Introduction to	6	-To apply what I have learned about vector drawings	I can recognise when I need to group and ungroup objects     I can reuse a group of objects to further develop my vector drawing
		vector graphics	0	-To apply what I have learned about vector drawings	I can compare vector drawings to Treehand paint drawings     I can create a specific purpose     I can reflect on the skills I have used and why I have used them
5	6	Programming B – Selection in quizzes	1	programs	-l can identify conditions in a program -l can modify a condition in a program -l can recall how conditions are used in selection
5	6	Programming B – Selection in quizzes	2	-To relate that a conditional statement connects a condition to an outcome	-i can create a program with different outcomes using selection - I can identify the condition and outcomes in an 'fi., then else' statement - I can use selection in an infinite loop to check a condition
5	6	Programming B – Selection in quizzes	3	-To explain how selection directs the flow of a program	-1 can design the flow of a program which contains 'if then else' -1 can explain that program flow can branch according to a condition -1 can show that a condition can direct program flow in one of two ways
5	6	Programming B – Selection in quizzes	4	-To design a program which uses selection	-1 can identify the outcome of user input in an algorithm -1 can outline a given task -1 can use a design format to outline my project
5	6	Programming B – Selection in quizzes	5	-To create a program which uses selection	- - I can implement my algorithm to create the first section of my program - I can share my program with others - I can test my program
5	6	Programming B – Selection in quizzes	6	-To evaluate my program	- I can extend my program further - I can identify the setup code I need in my program - I can identify ways the program could be improved
6	1	Computing systems and networks - Communication and collaboration	1	-To explain the importance of internet addresses	-I can describe how computers use addresses to access websites -I can explain that internet devices have addresses -I can explain that data is transferred using agreed methods
6	1	Computing systems and networks - Communication and collaboration	2	-To recognise how data is transferred across the internet	-l can explain that all data transferred over the internet is in packets -l can explain that data is transferred over networks in packets
6	1	Computing systems and networks - Communication and collaboration	3	-To explain how sharing information online can help people to work together	I can identify and explain the main parts of a data packet     I can explain that the internet allows different media to be shared     I can recognise how to access shared files stored online
6	1	Computing systems and networks - Communication and collaboration	4	-To evaluate different ways of working together online	- I can send information over the internet in different ways
6	1	Computing systems and networks - Communication and collaboration	5	-To recognise how we communicate using technology	I can recognise that working together on the internet can be public or private     I can choose methods of communication to suit particular purposes
6	1	Computing systems and networks - Communication and collaboration	6	-To evaluate different methods of online communication	- I can explain the different ways in which people communicate     - I can identify that there are a variety of ways to communicate over the internet     - Can compare different methods of communicating on the internet
6	2	Creating media – Web page	1	-To review an existing website and consider its	- I can decide when I should and should not share information online     - I can explain that communication on the internet may not be private     - I can discuss the different types of media used on websites
6	2	creation Creating media – Web page	2	structure	- I can explore a website - I know that websites are written in HTML
		creation Creating media – Web page		- To plan the features of a web page	-I can draw a web page layout that suits my purpose     -I can recognise the common features of a web page     -I can suggest media to include on my page
6	2	creation	3	(copyright)	-I can describe what is mean by the term 'fair use'     -I can find copylight-free images     -I can say why I should use copyright-free images     -I can add content to my own web page
6	2	Creating media – Web page creation	4	-To recognise the need to preview pages	<ul> <li>- I can add content to my own web page</li> <li>- I can evaluate what my web page looks like on different devices and suggest/make edits</li> <li>- I can preview what my web page looks like</li> </ul>
6	2	Creating media – Web page creation	5	-To outline the need for a navigation path	<ul> <li>- I can describe why nav(gation paths are useful</li> <li>- I can explain what a nav(gation path is</li> <li>- I can make multiple web pages and link them using hyperlinks</li> </ul>

6	2	Creating media – Web page creation	6	-To recognise the implications of linking to content owned by other people	-I can create hyperlinks to link to other people's work I can evaluate the user experience of a website I can evaluate the user experience of a website I can evaluate the implication of linking to content owned by others	- Copyright and ownership - Online relationships
6	3	Programming A – Variables in games	1	-To define a 'variable' as something that is changeable	-I can explain that the way a variable changes can be defined -I can identify scamples of information that is variable - can identify that variables can be defined - can identify that variables can be de	
6	3	Programming A – Variables in games	2	-To explain why a variable is used in a program	- I can recognise that ta variable has a name and a value - I can identify a program variable as a placeholder in memory for a single value - I can recognise that the value of a variable can be changed	
6	3	Programming A – Variables in games	3	-To choose how to improve a game by using variables	-1 can decide where in a program to change a variable -1 can make use of an event in a program to set a variable -1 can recognise that the value of a variable can be used by a program	
6	3	Programming A – Variables in games	4	-To design a project that builds on a given example	-1 can choose the artwork for my project -1 can create algorithms for my project -1 can explain my design choices	
6	3	Programming A – Variables in games	5	-To use my design to create a project	-1 can choose a name that identifies the role of a variable - 1 can checked that I have written	
6	3	Programming A – Variables in games	6	-To evaluate my project	- I can identify ways that my game could be improved - I can share my game with others - I can use variables to extend my game	
6	4	Data and information – Spreadsheets	1	-To create a data set in a spreadsheet	-1 can collect data - 1 can enter data into a spreadsheet - 1 can suggest how to structure my data	
6	4	Data and information – Spreadsheets	2	-To build a data set in a spreadsheet	- I can apply an appropriate format to a cell - I can choose an appropriate format for a cell - I can explain what an item of data is	
6	4	Data and information – Spreadsheets	3	-To explain that formulas can be used to produce calculated data	-I can construct a formula in a spreadsheet - I can explain which data types can be used in calculations - I can identify that changing inputs changes outputs	
6	4	Data and information – Spreadsheets	4	-To apply formulas to data	- I can apply a formula to multiple cells by duplicating it - I can create a formula which includes a range of cells	
6	4	Data and information – Spreadsheets	5	-To create a spreadsheet to plan an event	-I can apply a formula to calculate the data I need to answer questions -I can explain why data should be organised -I can use a spreadsheet to answer questions	
6	4	Data and information – Spreadsheets	6	-To choose suitable ways to present data	-1 can produce a chart -1 can suggest when to use a table or chart -1 can use a chart to show the answer to questions	
6	5	Creating media – 3D Modelling	1	-To recognise that you can work in three dimensions on a computer	-I can add 3D shapes to a project -I can move 3D shapes relative to one another -I can view 3D shapes from different perspectives	- Privacy and security
6	5	Creating media – 3D Modelling	2	-To identify that digital 3D objects can be modified	- I can if/lower 3D objects - I can resize an object in three dimensions	- Privacy and security
6	5	Creating media – 3D Modelling	3	-To recognise that objects can be combined in a 3D model	-I can duplicate 3D objects - I can group 3D objects - I can rotate objects in three dimensions	- Privacy and security
6	5	Creating media – 3D Modelling	4	-To create a 3D model for a given purpose	-1 can accurately size 3D objects -1 can show that placeholders can create holes in 3D objects	- Privacy and security
6	5	Creating media – 3D Modelling	5	-To plan my own 3D model	-I can canalyse a 3D model -I can combine objects In a design	- Privacy and security
6	5	Creating media – 3D Modelling	6	-To create my own digital 3D model	-I can construct a 3D model based on a design -I can explain how my 3D model could be improved -I can modify my 3D model to improve it	- Privacy and security
6	6	Programming B - Sensing movement	1	-To create a program to run on a controllable device	-I can tantsfer my program to a controllable device	
6	6	Programming B - Sensing movement	2	-To explain that selection can control the flow of a program	-I can identify examples of conditions in the real world - I can identify examples of conditions in the real world - I can use a variable in an if, then, else statement to select the flow of a program	
6	6	Programming B - Sensing movement	3	-To update a variable with a user input	-I can experiment with different physical inputs -I can explain that checking a variable doesn't change its value -I can use a condition to change a variable	
6	6	Programming B - Sensing movement	4	-To use a conditional statement to compare a variable to a value	-I can explain the importance of the order of conditions in else, if statements -I can modify a program to achieve a different outcome -I can use an operand (e.g. <>>) in an if, then statement	
6	6	Programming B - Sensing movement	5	-To design a project that uses inputs and outputs on a controllable device	-I can decide what variables to include in a project -I can design the algorithm for my project -I can design the program flow for my project	
6	6	Programming B - Sensing movement	6	-To develop a program to use inputs and outputs on a controllable device	- I can test my program based on my design - I can test my program against my design - I can use a range of approaches to find and fix bugs	