

| 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 |
| 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 -I can discuss how we benefit from these rules - I can give examples of some of these rules | | | | | | | | | | | | | | | | | - 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 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 -I can change the colour and brush sizes | | | | | | | | | | | | | | | | Art and Design | |
| 1 | 2 | Creating media – Digital painting | 5 | -To use a computer on my own to paint a picture | - 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 -I can compare forwards and backwards movements | | | | | | | | | | | | | | | | English – writing | |
| 1 | 3 | Programming A – Moving a robot | 3 | -To combine forwards and backwards commands to make a sequence | - I can predict the outcome of a sequence involving forwards and backwards commands - I can start a sequence from the same place -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 | 4 | -To combine four direction commands to make sequences | - I can choose the order of commands in a sequence - I can debug my program - I can explain what my program should do -I can identify several possible solutions | | | | | | | | | | | | | | | | English – writing | |
| 1 | 3 | Programming A – Moving a robot | 5 | -To plan a simple program | - I can plan two programs - I can use two different programs to get to the same place | | | | | | | | | | | | | | | | English – writing | |
| 1 | 3 | Programming A – Moving a robot | 6 | -To find more than one solution to a problem | | | | | | | | | | | | | | | | | 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 |

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| 1 | 4 | Data and information – Grouping data | 2 | -To identify that objects can be counted | <ul style="list-style-type: none">-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 | <ul style="list-style-type: none">-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 | <ul style="list-style-type: none">-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 | <ul style="list-style-type: none">-I can choose how to group 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 | Data and information – Grouping data | 6 | -To answer questions about groups of objects | <ul style="list-style-type: none">-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 | <ul style="list-style-type: none">-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 | <ul style="list-style-type: none">-I can enter text into a computer-I can use backspace to remove text-I can use letter, number, and space keys-I can explain what the keys that I have learnt about already do | | | | | | | | | | | | | | - Privacy and security |
| 1 | 5 | Creating media – Digital writing | 3 | -To identify that the look of text can be changed on a computer | <ul style="list-style-type: none">-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 | <ul style="list-style-type: none">-I can change the font-I can select all of the text by clicking and dragging-I can select a word by double-clicking-I can decide if my changes have improved my writing | | | | | | | | | | | | | | - Privacy and security |
| 1 | 5 | Creating media – Digital writing | 5 | -To explain why I used the tools that I chose | <ul style="list-style-type: none">-I can say what tool I used to change the text-I can use 'undo' to remove changes-I can explain the differences between typing and writing | | | | | | | | | | | | | | - Privacy and security |
| 1 | 5 | Creating media – Digital writing | 6 | -To compare typing on a computer to writing on paper | <ul style="list-style-type: none">-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 | <ul style="list-style-type: none">-I can compare different programming tools-I can find which commands to move a sprite-I can use commands to move a sprite-I can run my program | | | | | | | | | | | | | | |
| 1 | 6 | Programming B - Programming animations | 2 | -To show that a series of commands can be joined together | <ul style="list-style-type: none">-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 | <ul style="list-style-type: none">-I can change the value-I can find blocks that have numbers-I can say what happens when I change a value-I can add blocks to each of my sprites | | | | | | | | | | | | | | |
| 1 | 6 | Programming B - Programming animations | 4 | -To explain that each sprite has its own instructions | <ul style="list-style-type: none">-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 | <ul style="list-style-type: none">-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 | | | | | | | | | | | | | | |
| 1 | 6 | Programming B - Programming animations | 6 | -To use my algorithm to create a program | <ul style="list-style-type: none">-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 | <ul style="list-style-type: none">-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 | <ul style="list-style-type: none">-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 | <ul style="list-style-type: none">-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 | <ul style="list-style-type: none">-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 | <ul style="list-style-type: none">-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-I can explain the need to use IT in different ways | | | | | | | | | | | | | | - 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 | <ul style="list-style-type: none">-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 | <ul style="list-style-type: none">-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 |

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| 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 -I can explain my choices | | | | | | | | | | | | | Art and design | - Self-image and identity |
| 2 | 2 | Creating media – Digital photography | 5 | -To use tools to change an image | - 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 -I can explain the choices I made for my mat design | | | | | | | | | | | | | Music | |
| 2 | 3 | Programming A – Robot algorithms | 4 | -To explain that programming projects can have code and artwork | - I can identify different routes around my mat - I can test my mat to make sure that it is usable -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 | 5 | -To design an algorithm | -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 -I can enter data onto a computer - I can use a computer to view data in a different format | | | | | | | | | | | | | Maths | - Privacy and security |
| 2 | 4 | Data and information – Pictograms | 2 | -To recognise that objects can be represented as pictures | - I can use pictograms to answer simple questions about objects -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 -I can answer 'more than'/'less than' and 'most/least' questions about an attribute | | | | | | | | | | | | | Maths | - Privacy and security |
| 2 | 4 | Data and information – Pictograms | 3 | -To create a pictogram | - I can create a pictogram to arrange objects by an attribute - I can tally objects using a common attribute -I can choose a suitable attribute to compare people | | | | | | | | | | | | | Maths | - Privacy and security |
| 2 | 4 | Data and information – Pictograms | 4 | -To select objects by attribute and make comparisons | - I can collect the data I need - I can create a pictogram and draw conclusions from it -I can give simple examples of why information should not be shared | | | | | | | | | | | | | Maths | - Privacy and security |
| 2 | 4 | Data and information – Pictograms | 6 | -To explain that we can present information using a computer | - 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 |

