1		1		I		1	1	lational	Curriculur	n Links		1			Teach	Comput	ing Taxo	nomy			1	1
Year Group	Suggested Order	Unit Name	Lesson	Learning Objectives	Success Criteria	2.1	2.2	2.3	2.4 2.	.5 2.6	2.7	AL	СМ	cs	DD	DI	ET	T N	N PG	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 a process									•								
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 design a digital device		1															
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> <li>- I can suggest differences between using digital devices and non-digital tools</li> </ul>		1															
3	1	Computing systems and networks – Connecting computers	4	-To explain how a computer network can be used to share information	I can discuss why we need a network switch     I can explain how messages are passed through multiple connections     Can recognise different connections		1															
3	1	Computing systems and networks – Connecting computers	5	-To explore how digital devices can be connected	<ul> <li>- I can demonstrate how information can be passed between devices</li> <li>- I can explain the role of a switch, server, and wireless access point in a network</li> <li>- I can recognise that a computer network is made up of a number of devices</li> </ul>																	
3	1	Computing systems and networks – Connecting computers	6	-To recognise the physical components of a network	I can identify how devices in a network are connected together     I can identify networked devices around me     I can identify the benefits of computer networks																	
3	2	Creating media - Stop-frame animation	1	-To explain that animation is a sequence of drawings or photographs	- I can create an effective flip book—style animation - I can draw a sequence of pictures - I can explain how an animation/flip book works																	- Copyright and ownership - Managing online information
3	2	Creating media - Stop-frame animation	2	-To relate animated movement with a sequence of images	- I can create an effective stop-frame animation - I can explain why title changes are needed for each frame - I can predict what an animation will look like																	- Copyright and ownership - 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 beter - 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 evaluate my final film - 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 (sprites, 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 following 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 objects 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	- I can combine sound commands - I can explain what a sequence is - I can order notes into a sequence																	
3	3	Programming A - Sequencing sounds	5	-To change the appearance of my project	- I can build a sequence of commands - I can decide the actions for each sprite in a program - I can make design choices for my artwork																	

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3	3	Programming A - Sequencing sounds	6	-To create a project from a task description	- I can identify and name the objects I will need for a project - I can implement my algorithm as code - I can relate a task description to a design	
3	4	Data and information – Branching databases	1	-To create questions with yes/no answers	-I can investigate questions with yes/no answers -I can investigate questions with yes/no answers -I can make up a yes/no question about a collection of objects	
3	4	Data and information – Branching databases	2	-To identify the attributes needed to collect data about an object	at - I can arrange objects into a tree structure - I can create a group of objects within an existing group - I can select an attribute to separate objects into groups	
3	4	Data and information – Branching databases	3	-To create a branching database	- I can group objects using my own yes/no questions - I can select objects to arrange in a branching database - I can test my branching database to see if it works	
3	4	Data and information – Branching databases	4	-To explain why it is helpful for a database to be well structured	- I can compare two branching database structures - I can create yes/no questions using given attributes - I can create in that questions need to be ordered carefully to split objects into similarly sized groups	
3	4	Data and information – Branching databases	5	-To plan the structure of a branching database	- I can create a physical version of a branching database - I can create questions that will enable objects to be uniquely identified - I can independently create questions to use in a branching database	
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 - I can recognise that text and images can communicate messages clearly	nership nformation
3	5	Creating media – Desktop publishing	2	-To recognise that text and layout can be edited	- I can change font style, size, and colours for a given purpose - I can edit text - I can edit hext can be changed to communicate more clearly	
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 tem hage orientation' - I can record as why they are important	nership 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 trade a magazine cover	nership nformation
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 mich a layout to a purpose	nership 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 set wyre desktop publishing might be helpful	nership nformation
3	6	Programming B - Events and actions in programs	1	-To explain how a sprite moves in an existing project	-I can choose which keys to use for actions and explain my choices - I can explain the relationship between an event and an action - I can identify away to improve a program	
3	6	Programming B - Events and actions in programs	2	-To create a program to move a sprite in four directions	-I can choose a character for my project -I can choose a suitable size for a character in a maze -I can program movement	
3	6	Programming B - Events and actions in programs	3	-To adapt a program to a new context	-I can choose blocks to set up my program - I can consider the real world when making design choices - I can use a programming extension	
3	6	Programming B - Events and actions in programs	4	-To develop my program by adding features	-I can build more sequences of commands to make my design work - I can choose suitable keys to turn on additional features - I can identify additional features (from a given set of blocks)	
3	6	Programming B - Events and actions in programs	5	-To identify and fix bugs in a program	- I can malch a piece of code to an outcome - I can modify a program using a design - I can test a program against a dyem design	

3	6	Programming B - Events and actions in programs	6	-To design and create a maze-based challenge	- I can evaluate my project - I can implement my design - I can make design choices and justify them	
4	1	Computing systems and networks – The Internet	1	-To describe how networks physically connect to other networks	-I can demonstrate how information is shared across the internet     -I can describe the internet as a network of networks     -I can discuss why a network needs protecting	
4	1	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)	<ul> <li>I can describe how to access websites on the WWW</li> <li>I can describe where websites are stored when uploaded to the WWW</li> <li>I can explain the types of media that can be shared on the WWW</li> </ul>	
4	1	Computing systems and networks – The Internet	4	-To describe how content can be added and accessed on the World Wide Web (WWW)	I can explain that internet services can be used to create content online     I can explain what media can be found on websites     I can recognise that I can add content to the VWWW	
4	1	Computing systems and networks – The Internet	5	-To recognise how the content of the WWW is created by people	<ul> <li>I can explain that there are rules to protect content</li> <li>I can explain that websites and their content are created by people</li> <li>I can suggest who owns the content on websites</li> </ul>	
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	-1 can explain that the person who records the sound can say who is allowed to use it - 1 can identify the input and output devices used to record and play sound - 1 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 potcast     I can inspect the soundwave view to know where to trim my recording     I can re-record 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	<ul> <li>I can explain how sounds can be combined to make a podcast more engaging</li> <li>I can plan appropriate content for a podcast</li> <li>I can save my project so the different parts remain editable</li> </ul>	- 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	<ul> <li>I can arrange multiple sounds to create the effect I want</li> <li>I can explain the difference between saving a project and exporting an audio file</li> <li>I can open my project to continue working on it</li> </ul>	- 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 bying 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 test-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-contricted togo to produce a given outcome	
4	3	Programming A – Repetition in shapes	4	-To modify a count-controlled loop to produce a given outcome	<ul> <li>I can choose which values to change in a loop.</li> <li>I can identify the effect of changing the number of times a task is repeated</li> <li>I can predict the outcome of a program containing a count-controlled loop</li> </ul>	
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 'churks' of actions in the real world -I can use a procedure in a program	

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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 intervals used to collect data -I can recognise that a data logger collects data at given points -I can taik 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 diffing 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 with 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 emove 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	-I can choose suitable images for my project I can create a project that is a combination of other images I 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 guide making changes	- Copyright and ownership - Sell-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 iterative 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	

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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     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 servic term to the search engine is 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 initiations of search engines				- Copyright and ownership
5	2	Creating media - Video production	1	-To explain what makes a video effective	-l can compare features in different videos -l can explain that video is a visual media format - I can identify fautures 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				- Managing online information - Online relationships - Online reputation - Self-image and identity
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 liming techniques for a given purpose				Managing online information     Online relationships     Online reputation     Self-image and identity
5	2	Creating media - Video production	4	-To create a storyboard	-l can create and save video content -l can dicelé which filming techniques I will use - I can cultime the scenes of my video				- Managing online information - Online relationships - Online reputation - Self-image and identity
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 I can store, entiwe, and export my recording to a computer				- Managing online information - Online relationships - Online reputation - Self-image and identity
5	2	Creating media - Video production	6	-To consider the impact of the choices made when making and sharing a video	<ul> <li>I can evaluate my video and share my opinions</li> <li>I can make edits to my video and improve the final outcome</li> <li>I can recognise that my choices when making a video will impact on the quality of the final outcome</li> </ul>				Managing online information     Online relationships     Online reputation     Self-image and identity
5	3	Programming A – Selection in physical computing	1	-To control a simple circuit connected to a computer	-I can create a simple circuit and connect it to a microcontroller -I can explain what an infinite loop does -I can program a microcontroller to make an LED switch on				
5	3	Programming A – Selection in physical computing	2	-To write a program that includes count-controlled loops	-I can connect more than one output component to a microcontroller -I can design sequences that use count-controlled loops -I can use a count-controlled loop to control outputs				
5	3	Programming A – Selection in physical computing	3	-To explain that a loop can stop when a condition is met	-l can design a conditional loop -l can explain that a condition is either true or false -l can program a microcontroller to respond to an input				
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	<ul> <li>I can explain that a condition being met can start an action</li> <li>I can identify a condition and an action in my project</li> <li>I can use selection (an 'flthem' statement) to direct the flow of a program</li> </ul>				
5	3	Programming A – Selection in physical computing	5	-To design a physical project that includes selection	- I can create a detailed drawing of my project - I can describe what my project will do - I can identify a real-world example of a condition starting an action				

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5	3	Programming A – Selection in physical computing	6	-To create a program that controls a physical 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 explain how information can be recorded	
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 replain what a field and a record is in a database - I can navigate a fiel-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	- I can combine grouping and sorting to answer specific questions - I can explain that data can be grouped using chosen values - I 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 culture 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 refere a search in a reel-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 discuss how vector drawings are different from paper-based drawings - I can experiment with the shape and line tools - I can recognise that vector drawings are made using shapes	- Copyright and ownership
5	5	Creating media – Introduction to vector graphics	2	-To create a vector drawing by combining shapes	- I can explain that each element added to a vector drawing is an object - I can identify the shapes used to make a vector drawing - I can move, resize, and rotate objects I have duplicated	- Copyright and ownership
5	5	Creating media – Introduction to vector graphics	3	-To use tools to achieve a desired effect	-I can explain how alignment grids and resize handles can be used to improve consistency -I can unofify objects to create a new image -I can use the zoom tool to help me add detail to my drawings	- Copyright and ownership
5	5	Creating media – Introduction to vector graphics	4	-To recognise that vector drawings consist of layers	-1 can change the order of layers in a vector drawing -1 can identify that each added object creates a new layer in the drawing -1 can use layering to create an image	- Copyright and ownership
5	5	Creating media – Introduction to vector graphics	5	-To group objects to make them easier to work with	-1 can copy part of a drawing by duplicating several objects -1 can recognise when 1 need to group and ungroup objects -1 can recess and under the develop my vector drawing	- Copyright and ownership
5	5	Creating media – Introduction to vector graphics	6	-To apply what I have learned about vector drawings	- I can compare vector drawings to freehand paint drawings - I can create a vector drawing for a specific purpose - I can reflect on the skills have used and why I have used them	- Copyright and ownership
5	6	Programming B – Selection in quizzes	1	-To explain how selection is used in computer programs	- I can identify conditions in a program - I can modify a condition in a program - I can modify a condition as 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 YiL. Iten else istatement - 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 elee' -1 can explain that program flow can branch according to a condition -1 can show that a condition and inter program flow in one of two ways -1 can show that a condition and inter program flow in one of two ways -1 can show that a condition and the program flow in one of two ways -1 can show that a condition and the program flow in one of two ways -1 can show that a condition and the program flow in one of two ways -1 can show that a condition and the program flow in one of two ways -1 can show that a condition and the program flow in one of two ways -1 can show that a condition and the program flow in one of two ways -1 can show that a condition and the program flow in one of two ways -1 can show that a condition and the program flow in one of two ways -1 can show that a condition and the program flow in one of two ways -1 can show that a condition and the program flow in one of two ways -1 can show that a condition and the program flow in one of two ways -1 can show that a condition and the program flow in one of two ways -1 can show that a condition and the program flow in one of two ways -1 can show that a condition and the program flow in one of two ways -1 can show that a condition and the program flow in one of two ways -1 can show that a condition and the program flow in one of two ways -1 can show that a condition and the program flow in one of two ways -1 can show that a condition and the program flow in one of two ways -1 can show that a condition and the program flow in the p	
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	

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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 recognise that data is transferred using agreed methods	- Managing onlin - Online reputate	ne information ion
6	1	Computing systems and networks - Communication and collaboration	2	-To recognise how data is transferred across the internet	-I can explain that all data transferred over the internet is in packets -I can explain that data is transferred over networks in packets -I can identify and explain the main parts of a data packet	- Managing onlin - Online reputate	ne information ion
6	1	Computing systems and networks - Communication and collaboration	3	-To explain how sharing information online can help people to work together	-I can explain that the internet allows different media to be shared -I can recognise how to access shared files stored online -I can send information over the internet in different ways	- Managing onlin - Online reputate	ne information ion
6	1	Computing systems and networks - Communication and collaboration	4	-To evaluate different ways of working together online	I can explain how the internet enables effective collaboration     I can identify different ways of working together online     I can recognise that working together on the internet can be public or private	- Managing onlin - Online reputate	ne information ion
6	1	Computing systems and networks - Communication and collaboration	5	-To recognise how we communicate using technology	-I can choose methods of communication to suit particular purposes -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	- Managing onlin - Online reputate	ne information ion
6	1	Computing systems and networks - Communication and collaboration	6	-To evaluate different methods of online communication	<ul> <li>-I can compare different methods of communicating on the internet</li> <li>- I can decide when I should and should not share information online</li> <li>- I can explain that communication on the internet may not be private</li> </ul>	- Managing onlin - Online reputate	ne information ion
6	2	Creating media – Web page creation	1	-To review an existing website and consider its structure	-I can discuss the different types of media used on websites -I can explore a website - I know that websites are written in HTML	- Copyright and - Online relations	ownership iships
6	2	Creating media – Web page creation	2	-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	- Copyright and ( Online relations	ownership iships
6	2	Creating media – Web page creation	3	-To consider the ownership and use of images (copyright)	-I can describe what is meant by the term 'fair use' -I can ind copyright-free images -I can say why is should use copyright-free images	- Copyright and ( Online relations	ownership iships
6	2	Creating media – Web page creation	4	-To recognise the need to preview pages	- - I can add content to my own web page - I can evaluate what my web page locks like on different devices and suggest/make edits - I can preview what my web page locks like	- Copyright and ( Online relations	ownership iships
6	2	Creating media – Web page creation	5	-To outline the need for a navigation path	-I can describe why navigation paths are useful -I can explain what a navigation path is -I can make multiple web pages and link them using hyperlinks	- Copyright and ( Online relations	ownership Iships
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 userparience of a website - I can explain the implication of infiniting to content to workd by others	- Copyright and ( Online relations	ownership iships
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 examples of information that is variable -I can identify the variables can hold numbers or citters		
6	3	Programming A – Variables in games	2	-To explain why a variable is used in a program	- I can explain that a variable has a name and a value - I can identify a program variable as a placeholder in memory for a single value - I can recorpinse 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	-I can decide where in a program to change a variable - I can make use of an event in a program to set a variable - I 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	- I can choose the attwork for my project - I can create algorithms for my project - I can explain my design choices		
6	3	Programming A – Variables in games	5	-To use my design to create a project	- I can choose a name that identifies the role of a variable - I can create the artwork for my project - I can test the code 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	- I can collect data - I can enter data into a spreadsheet - I 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 calculate data using different oparations -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	- I can produce a chart - I can suggest when to use a table or chart - I 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 retailve 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 liftlower 3D objects - I can recolour a 3D object - 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 SD objects - I can group SD objects - I can crotate objects in three dimensions				- Privacy and security
6	5	Creating media – 3D Modelling	4	-To create a 3D model for a given purpose	-I can accurately size 3D objects - I can combine a number of 3D objects - I 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	-ican analyse a 3D model -ican choose objects b use in a 3D model -ican 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 apply my knowledge of programming to a new environment - I can test my program on an emulator - I can transfer 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 determine the flow of a program using selection - 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	-1 can explain the importance of the order of conditions in else, if statements -1 can modify a program to achieve a different outcome -1 can use an operand (e.g. $\infty$ -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 flew for my project				

6		Programming B - Sensing movement	6		-I can create a 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						
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