

Year Group	Suggested Order	Unit Name	Lesson	Learning Objectives	Success Criteria
1	1	Technology around us	1	To identify technology	<ul style="list-style-type: none"> <li>- I can explain how these technology examples help us</li> <li>- I can explain technology as something that helps us</li> <li>- I can locate examples of technology in the classroom</li> </ul>
1	1	Technology around us	2	To identify a computer and its main parts	<ul style="list-style-type: none"> <li>- I can name the main parts of a computer</li> <li>- I can switch on and log into a computer</li> <li>- I can use a mouse to click and drag</li> </ul>
1	1	Technology around us	3	To use a mouse in different ways	<ul style="list-style-type: none"> <li>- I can click and drag to make objects on a screen</li> <li>- I can use a mouse to create a picture</li> <li>- I can use a mouse to open a program</li> </ul>
1	1	Technology around us	4	To use a keyboard to type	<ul style="list-style-type: none"> <li>- I can save my work to a file</li> <li>- I can tell you that writing on a computer is called typing</li> <li>- I can type my name on a computer</li> </ul>
1	1	Technology around us	5	To use the keyboard to edit text	<ul style="list-style-type: none"> <li>- I can delete letters</li> <li>- I can open my work from a file</li> <li>- I can use the arrow keys to move the cursor</li> </ul>
1	1	Technology around us	6	To create rules for using technology responsibly	<ul style="list-style-type: none"> <li>- I can discuss how we benefit from these rules</li> <li>- I can give examples of some of these rules</li> <li>- I can identify rules to keep us safe and healthy when we are using technology in and beyond the home</li> </ul>
2	1	Information Technology around us	1	To recognise the uses and features of information technology	<ul style="list-style-type: none"> <li>- I can describe some uses of computers</li> <li>- I can identify examples of computers</li> <li>- I can identify that a computer is a part of information technology</li> </ul>
2	1	Information Technology around us	2	To identify information technology in the home	<ul style="list-style-type: none"> <li>- I can explain the purpose of information technology in the home</li> <li>- I can move and resize images</li> <li>- I can open a file</li> </ul>
2	1	Information Technology around us	3	To identify information technology beyond school	<ul style="list-style-type: none"> <li>- I can compare types of information technology</li> <li>- I can find examples of information technology</li> <li>- I can talk about uses of information technology</li> </ul>
2	1	Information Technology around us	4	To explain how information technology benefits us	<ul style="list-style-type: none"> <li>- I can demonstrate how information technology is used in a shop</li> <li>- I can explain how information technology helps people</li> <li>- I can recognise that information technology can be connected</li> </ul>
2	1	Information Technology around us	5	To show how to use information technology safely	<ul style="list-style-type: none"> <li>- I can list different uses of information technology</li> <li>- I can recognise how to use information technology responsibly</li> <li>- I can say how those rules/guides can help me</li> </ul>
2	1	Information Technology around us	6	To recognise that choices are made when using information technology	<ul style="list-style-type: none"> <li>- I can enjoy a variety of activities</li> <li>- I can explain simple guidance for using information technology in different environments and settings</li> <li>- I can identify the choices that I make when using information technology</li> </ul>
1	2	Digital Painting	1	To describe what different freehand tools do	<ul style="list-style-type: none"> <li>- I can draw lines on a screen and explain which tools I used</li> <li>- I can make marks on a screen and explain which tools I used</li> <li>- I can use the paint tools to draw a picture</li> </ul>
1	2	Digital Painting	2	To use the shape tool and the line tools	<ul style="list-style-type: none"> <li>- I can make marks with the square and line tools</li> <li>- I can use the shape and line tools effectively</li> <li>- I can use the shape and line tools to recreate the work of an artist</li> </ul>
1	2	Digital Painting	3	To make careful choices when painting a digital picture	<ul style="list-style-type: none"> <li>- I can choose appropriate shapes</li> <li>- I can create a picture in the style of an artist</li> <li>- I can make appropriate colour choices</li> </ul>
1	2	Digital Painting	4	To explain why I chose the tools I used	<ul style="list-style-type: none"> <li>- I can choose appropriate paint tools and colours to recreate the work of an artist</li> <li>- I can say which tools were helpful and why</li> <li>- I know that different paint tools do different jobs</li> </ul>
1	2	Digital Painting	5	To use a computer on my own to paint a picture	<ul style="list-style-type: none"> <li>- I can change the colour and brush sizes</li> <li>- I can make dots of colour on the page</li> <li>- I can use dots of colour to create a picture in the style of an artist on my own</li> </ul>
1	2	Digital Painting	6	To compare painting a picture on a computer and on paper	<ul style="list-style-type: none"> <li>- I can explain that pictures can be made in lots of different ways</li> <li>- I can say whether I prefer painting using a computer or using paper</li> <li>- I can spot the differences between painting on a computer and on paper</li> </ul>
2	2	Digital Photography	1	To know what devices can be used to take photographs	<ul style="list-style-type: none"> <li>- I can capture digital photos and talk about my experience</li> <li>- I can sort devices into old and new</li> <li>- I can talk about how to take a photograph</li> </ul>
2	2	Digital Photography	2	To use a digital device to take a photograph	<ul style="list-style-type: none"> <li>- I can explain the process of taking a good photograph</li> <li>- I can explain why a photo looks better in portrait or landscape format</li> <li>- I can take photos in both landscape and portrait format</li> </ul>

2	2	Digital Photography	3	To describe what makes a good photograph	<ul style="list-style-type: none"> <li>- I can discuss how to take a good photograph</li> <li>- I can identify what is wrong with a photograph</li> <li>- I can improve a photograph by retaking it</li> </ul>
2	2	Digital Photography	4	To decide how photographs can be improved	<ul style="list-style-type: none"> <li>- I can experiment with different light sources</li> <li>- I can explore the effect that light has on a photo</li> <li>- I can focus on an object</li> </ul>
2	2	Digital Photography	5	To use tools to change an image	<ul style="list-style-type: none"> <li>- I can explain my choices</li> <li>- I can recognise that images can be changed</li> <li>- I can use a tool to achieve a desired effect</li> </ul>
2	2	Digital Photography	6	To recognise that images can be changed	<ul style="list-style-type: none"> <li>- I can apply a range of photography skills to capture a photo</li> <li>- I can identify which images are real and which have been changed</li> <li>- I can recognise which images have been changed</li> </ul>
1	3	Moving a robot	1	To explain what a given command will do	<ul style="list-style-type: none"> <li>- I can match a command to an outcome</li> <li>- I can predict the outcome of a command on a device</li> <li>- I can run a command on a device</li> </ul>
1	3	Moving a robot	2	To act out a given word	<ul style="list-style-type: none"> <li>- I can follow an instruction</li> <li>- I can give directions</li> <li>- I can recall words that can be acted out</li> </ul>
1	3	Moving a robot	3	To combine forwards and backwards commands to make a sequence	<ul style="list-style-type: none"> <li>- I can compare forwards and backwards movements</li> <li>- I can predict the outcome of a sequence involving forwards and backwards commands</li> <li>- I can start a sequence from the same place</li> </ul>
1	3	Moving a robot	4	To combine four direction commands to make sequences	<ul style="list-style-type: none"> <li>- I can compare left and right turns</li> <li>- I can experiment with turn and move commands to move a robot</li> <li>- I can predict the outcome of a sequence involving up to four commands</li> </ul>
1	3	Moving a robot	5	To plan a simple program	<ul style="list-style-type: none"> <li>- I can choose the order of commands in a sequence</li> <li>- I can debug my program</li> <li>- I can explain what my program should do</li> </ul>
1	3	Moving a robot	6	To find more than one solution to a problem	<ul style="list-style-type: none"> <li>- I can identify several possible solutions</li> <li>- I can plan two programs</li> <li>- I can use two different programs to get to the same place</li> </ul>
2	3	Robot Algorithms	1	To describe a series of instructions as a sequence	<ul style="list-style-type: none"> <li>- I can choose a series of words that can be enacted as a sequence</li> <li>- I can follow instructions given by someone else</li> <li>- I can give clear and unambiguous instructions</li> </ul>
2	3	Robot Algorithms	2	To explain what happens when we change the order of instructions	<ul style="list-style-type: none"> <li>- I can create different algorithms for a range of sequences (using the same commands)</li> <li>- I can show the difference in outcomes between two sequences that consist of the same commands</li> <li>- I can use an algorithm to program a sequence on a floor robot</li> </ul>
2	3	Robot Algorithms	3	To use logical reasoning to predict the outcome of a program (series of commands)	<ul style="list-style-type: none"> <li>- I can compare my prediction to the program outcome</li> <li>- I can follow a sequence</li> <li>- I can predict the outcome of a sequence</li> </ul>
2	3	Robot Algorithms	4	To explain that programming projects can have code and artwork	<ul style="list-style-type: none"> <li>- I can explain the choices I made for my mat design</li> <li>- I can identify different routes around my mat</li> <li>- I can test my mat to make sure that it is usable</li> </ul>
2	3	Robot Algorithms	5	To design an algorithm	<ul style="list-style-type: none"> <li>- I can create an algorithm to meet my goal</li> <li>- I can explain what my algorithm should achieve</li> <li>- I can use my algorithm to create a program</li> </ul>
2	3	Robot Algorithms	6	To create and debug a program that I have written	<ul style="list-style-type: none"> <li>- I can plan algorithms for different parts of a task</li> <li>- I can put together the different parts of my program</li> <li>- I can test and debug each part of the program</li> </ul>
1	4	Grouping Data	1	To label objects	<ul style="list-style-type: none"> <li>- I can describe objects using labels</li> <li>- I can identify the label for a group of objects</li> <li>- I can match objects to groups</li> </ul>
1	4	Grouping Data	2	To identify that objects can be counted	<ul style="list-style-type: none"> <li>- I can count a group of objects</li> <li>- I can count objects</li> <li>- I can group objects</li> </ul>
1	4	Grouping Data	3	To describe objects in different ways	<ul style="list-style-type: none"> <li>- I can describe a property of an object</li> <li>- I can describe an object</li> <li>- I can find objects with similar properties</li> </ul>
1	4	Grouping Data	4	To count objects with the same properties	<ul style="list-style-type: none"> <li>- I can count how many objects share a property</li> <li>- I can group objects in more than one way</li> <li>- I can group similar objects</li> </ul>
1	4	Grouping Data	5	To compare groups of objects	<ul style="list-style-type: none"> <li>- I can choose how to group objects</li> <li>- I can describe groups of objects</li> <li>- I can record how many objects are in a group</li> </ul>
1	4	Grouping Data	6	To answer questions about groups of objects	<ul style="list-style-type: none"> <li>- I can compare groups of objects</li> <li>- I can decide how to group objects to answer a question</li> <li>- I can record and share what I have found</li> </ul>
2	4	Pictograms	1	To recognise that we can count and compare objects using tally charts	<ul style="list-style-type: none"> <li>- I can compare totals in a tally chart</li> <li>- I can record data in a tally chart</li> <li>- I can represent a tally count as a total</li> </ul>
2	4	Pictograms	2	To recognise that objects can be represented as pictures	<ul style="list-style-type: none"> <li>- I can enter data onto a computer</li> <li>- I can use a computer to view data in a different format</li> <li>- I can use pictograms to answer simple questions about objects</li> </ul>

2	4	Pictograms	3	To create a pictogram	<ul style="list-style-type: none"> <li>- I can explain what the pictogram shows</li> <li>- I can organise data in a tally chart</li> <li>- I can use a tally chart to create a pictogram</li> </ul>
2	4	Pictograms	4	To select objects by attribute and make comparisons	<ul style="list-style-type: none"> <li>- I can answer 'more than'/'less than' and 'most/least' questions about an attribute</li> <li>- I can create a pictogram to arrange objects by an attribute</li> <li>- I can tally objects using a common attribute</li> </ul>
2	4	Pictograms	5	To recognise that people can be described by attributes	<ul style="list-style-type: none"> <li>- I can choose a suitable attribute to compare people</li> <li>- I can collect the data I need</li> <li>- I can create a pictogram and draw conclusions from it</li> </ul>
2	4	Pictograms	6	To explain that we can present information using a computer	<ul style="list-style-type: none"> <li>- I can give simple examples of why information should not be shared</li> <li>- I can share what I have found out using a computer</li> <li>- I can use a computer program to present information in different ways</li> </ul>
1	5	Digital Writing	1	To use a computer to write	<ul style="list-style-type: none"> <li>- I can identify and find keys on a keyboard</li> <li>- I can open a word processor</li> <li>- I can recognise keys on a keyboard</li> </ul>
1	5	Digital Writing	2	To add and remove text on a computer	<ul style="list-style-type: none"> <li>- I can enter text into a computer</li> <li>- I can use backspace to remove text</li> <li>- I can use letter, number, and space keys</li> </ul>
1	5	Digital Writing	3	To identify that the look of text can be changed on a computer	<ul style="list-style-type: none"> <li>- I can explain what the keys that I have learnt about already do</li> <li>- I can identify the toolbar and use bold, italic, and underline</li> <li>- I can type capital letters</li> </ul>
1	5	Digital Writing	4	To make careful choices when changing text	<ul style="list-style-type: none"> <li>- I can change the font</li> <li>- I can select a word by double-clicking</li> <li>- I can select all of the text by clicking and dragging</li> </ul>
1	5	Digital Writing	5	To explain why I used the tools that I chose	<ul style="list-style-type: none"> <li>- I can decide if my changes have improved my writing</li> <li>- I can say what tool I used to change the text</li> <li>- I can use 'undo' to remove changes</li> </ul>
1	5	Digital Writing	6	To compare writing on a computer with writing on paper	<ul style="list-style-type: none"> <li>- I can compare using a computer with using a pencil and paper</li> <li>- I can say which method I like best</li> <li>- I can write a message on a computer and on paper</li> </ul>
2	5	Making Music	1	To say how music can make us feel	<ul style="list-style-type: none"> <li>- I can describe how music makes me feel, e.g. happy or sad</li> <li>- I can identify simple differences in pieces of music</li> <li>- I can listen with concentration to a range of music (links to the Music curriculum)</li> </ul>
2	5	Making Music	2	To identify that there are patterns in music	<ul style="list-style-type: none"> <li>- I can create a rhythm pattern</li> <li>- I can explain that music is created and played by humans</li> <li>- I can play an instrument following a rhythm pattern</li> </ul>
2	5	Making Music	3	To describe how music can be used in different ways	<ul style="list-style-type: none"> <li>- I can connect images with sounds</li> <li>- I can relate an idea to a piece of music</li> <li>- I can use a computer to experiment with pitch and duration</li> </ul>
2	5	Making Music	4	To show how music is made from a series of notes	<ul style="list-style-type: none"> <li>- I can identify that music is a sequence of notes</li> <li>- I can refine my musical pattern on a computer</li> <li>- I can use a computer to create a musical pattern using three notes</li> </ul>
2	5	Making Music	5	To create music for a purpose	<ul style="list-style-type: none"> <li>- I can describe an animal using sounds</li> <li>- I can explain my choices</li> <li>- I can save my work</li> </ul>
2	5	Making Music	6	To review and refine our computer work	<ul style="list-style-type: none"> <li>- I can explain how I made my work better</li> <li>- I can listen to music and describe how it makes me feel</li> <li>- I can reopen my work</li> </ul>
1	6	Programming Animations	1	To choose a command for a given purpose	<ul style="list-style-type: none"> <li>- I can compare different programming tools</li> <li>- I can find which commands move a sprite</li> <li>- I can use commands to move a sprite</li> </ul>
1	6	Programming Animations	2	To show that a series of commands can be joined together	<ul style="list-style-type: none"> <li>- I can run my program</li> <li>- I can use a start block in a program</li> <li>- I can use more than one block by joining them together</li> </ul>
1	6	Programming Animations	3	To identify the effect of changing a value	<ul style="list-style-type: none"> <li>- I can change the value</li> <li>- I can find blocks which have numbers</li> <li>- I can say what happens when I change a value</li> </ul>
1	6	Programming Animations	4	To explain that each sprite has its own instructions	<ul style="list-style-type: none"> <li>- I can add blocks to each of my sprites</li> <li>- I can delete a sprite</li> <li>- I can show that a project can include more than one sprite</li> </ul>
1	6	Programming Animations	5	To design the parts of a project	<ul style="list-style-type: none"> <li>- I can choose appropriate artwork for my project</li> <li>- I can create an algorithm for each sprite</li> <li>- I can decide how each sprite will move</li> </ul>
1	6	Programming Animations	6	To use my algorithm to create a program	<ul style="list-style-type: none"> <li>- I can add programming blocks based on my algorithm</li> <li>- I can test the programs I have created</li> <li>- I can use sprites which match my design</li> </ul>
2	6	An Introduction to Quizzes	1	To explain that a sequence of commands has a start	<ul style="list-style-type: none"> <li>- I can identify that a program needs to be started</li> <li>- I can identify the start of a sequence</li> <li>- I can show how to run my program</li> </ul>

2	6	An Introduction to Quizzes	2	To explain that a sequence of commands has an outcome	<ul style="list-style-type: none"> <li>- I can change the outcome of a sequence of commands</li> <li>- I can match two sequences with the same outcome</li> <li>- I can predict the outcome of a sequence of commands</li> </ul>
2	6	An Introduction to Quizzes	3	To create a program using a given design	<ul style="list-style-type: none"> <li>- I can build the sequences of blocks I need</li> <li>- I can decide which blocks to use to meet the design</li> <li>- I can tell the actions of a sprite in an algorithm</li> </ul>
2	6	An Introduction to Quizzes	4	To change a given design	<ul style="list-style-type: none"> <li>- I can choose backgrounds for the design</li> <li>- I can choose characters for the design</li> <li>- I can create a program based on the new design</li> </ul>
2	6	An Introduction to Quizzes	5	To create a program using my own design	<ul style="list-style-type: none"> <li>- I can build sequences of blocks to match my design</li> <li>- I can choose the images for my own design</li> <li>- I can create an algorithm</li> </ul>
2	6	An Introduction to Quizzes	6	To decide how my project can be improved	<ul style="list-style-type: none"> <li>- I can compare my project to my design</li> <li>- I can debug</li> <li>- I can improve my project by adding features</li> </ul>