| Year Group | Suggested Order | Unit Name | Lesson | Learning Objectives | Success Criteria |
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| 1 | 1 | Computing systems and networks – Technology around us | 1 | -To identify technology | -I can explain how these technology examples help us<br>- I can explain technology as something that helps us<br>- I can locate examples of technology in the classroom |
| 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<br>- I can switch on and log into a computer<br>- I can use a mouse to click and drag |
| 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<br>- I can use a mouse to create a picture<br>- I can use a mouse to open a program |
| 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<br>- I can say what a keyboard is for<br>- I can type my name on a computer |
| 1 | 1 | Computing systems and networks – Technology around us | 5 | -To use the keyboard to edit text | -I can delete letters<br>- I can open my work from a file<br>- I can use the arrow keys to move the cursor |
| 1 | 1 | Computing systems and networks – Technology around us | 6 | -To create rules for using technology responsibly | -I can discuss how we benefit from these rules<br>- I can give examples of some of these rules<br>- I can identify rules to keep us safe and healthy when we are using technology in and beyond the home |
| 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<br>- I can make marks on a screen and explain which tools I used<br>- I can use the paint tools to draw a picture |
| 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<br>- I can use the shape and line tools effectively<br>- I can use the shape and line tools to recreate the work of an artist |
| 1 | 2 | Creating media – Digital painting | 3 | -To make careful choices when painting a digital picture | -I can choose appropriate shapes<br>- I can create a picture in the style of an artist<br>- I can make appropriate colour choices |
| 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<br>- I can say which tools were helpful and why<br>- I know that different paint tools do different jobs |

| 1 | 2 | Creating media – Digital painting | 5 | -To use a computer on my own to paint a picture | -I can change the colour and brush sizes<br>- I can make dots of colour on the page<br>- I can use dots of colour to create a picture in the style of an artist on my own |
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| 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<br>- I can say whether I prefer painting using a computer or using paper<br>- I can spot the differences between painting on a computer and on paper |
| 1 | 3 | Programming A – Moving a robot | 1 | -To explain what a given command will do | -I can match a command to an outcome<br>- I can predict the outcome of a command on a device<br>- I can run a command on a device |
| 1 | 3 | Programming A – Moving a robot | 2 | -To act out a given word | -I can follow an instruction<br>- I can give directions<br>- I can recall words that can be acted out |
| 1 | 3 | Programming A – Moving a robot | 3 | -To combine forwards and backwards commands to make a sequence | -I can compare forwards and backwards movements<br>- I can predict the outcome of a sequence involving forwards and backwards commands<br>- I can start a sequence from the same place |
| 1 | 3 | Programming A – Moving a robot | 4 | -To combine four direction commands to make sequences | -I can compare left and right turns<br>- I can experiment with turn and move commands to move a robot<br>- I can predict the outcome of a sequence involving up to four commands |
| 1 | 3 | Programming A – Moving a robot | 5 | -To plan a simple program | -I can choose the order of commands in a sequence<br>- I can debug my program<br>- I can explain what my program should do |
| 1 | 3 | Programming A – Moving a robot | 6 | -To find more than one solution to a problem | -I can identify several possible solutions<br>- I can plan two programs<br>- I can use two different programs to get to the same place |
| 1 | 4 | Data and information – Grouping data | 1 | -To label objects | -I can describe objects using labels<br>- I can identify the label for a group of objects<br>- I can match objects to groups |
| 1 | 4 | Data and information – Grouping data | 2 | -To identify that objects can be counted | -I can count a group of objects<br>- I can count objects<br>- I can group objects |
| 1 | 4 | Data and information – Grouping data | 3 | -To describe objects in different ways | -I can describe an object<br>- I can describe a property of an object<br>- I can find objects with similar properties |
| 1 | 4 | Data and information – Grouping data | 4 | -To count objects with the same properties | -I can count how many objects share a property<br>- I can group objects in more than one way<br>- I can group similar objects |
| 1 | 4 | Data and information – Grouping data | 5 | -To compare groups of objects | -I can choose how to group objects<br>- I can describe groups of objects<br>- I can record how many objects are in a group |

| 1 | 4 | Data and information – Grouping data | 6 | -To answer questions about groups of objects | -I can compare groups of objects<br>- I can decide how to group objects to answer a question<br>- I can record and share what I have found |
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| 1 | 5 | Creating media – Digital writing | 1 | -To use a computer to write | -I can identify and find keys on a keyboard<br>- I can open a word processor<br>- I can recognise keys on a keyboard |
| 1 | 5 | Creating media – Digital writing | 2 | -To add and remove text on a computer | -I can enter text into a computer<br>- I can use backspace to remove text<br>- I can use letter, number, and space keys |
| 1 | 5 | Creating media – Digital writing | 3 | -To identify that the look of text can be changed on a computer | -I can explain what the keys that I have learnt about already do<br>- I can identify the toolbar and use bold, italic, and underline<br>- I can type capital letters |
| 1 | 5 | Creating media – Digital writing | 4 | -To make careful choices when changing text | -I can change the font<br>- I can select all of the text by clicking and dragging<br>- I can select a word by double-clicking |
| 1 | 5 | Creating media – Digital writing | 5 | -To explain why I used the tools that I chose | -I can decide if my changes have improved my writing<br>- I can say what tool I used to change the text<br>- I can use 'undo' to remove changes |
| 1 | 5 | Creating media – Digital writing | 6 | -To compare typing on a computer to writing on paper | -I can explain the differences between typing and writing<br>- I can make changes to text on a computer<br>- I can say why I prefer typing or writing |
| 1 | 6 | Programming B - Programming animations | 1 | -To choose a command for a given purpose | -I can compare different programming tools<br>- I can find which commands to move a sprite<br>- I can use commands to move a sprite |
| 1 | 6 | Programming B - Programming animations | 2 | -To show that a series of commands can be joined together | -I can run my program<br>- I can use a Start block in a program<br>- I can use more than one block by joining them together |
| 1 | 6 | Programming B - Programming animations | 3 | -To identify the effect of changing a value | -I can change the value<br>- I can find blocks that have numbers<br>- I can say what happens when I change a value |
| 1 | 6 | Programming B - Programming animations | 4 | -To explain that each sprite has its own instructions | -I can add blocks to each of my sprites<br>- I can delete a sprite<br>- I can show that a project can include more than one sprite |
| 1 | 6 | Programming B - Programming animations | 5 | -To design the parts of a project | -I can choose appropriate artwork for my project<br>- I can create an algorithm for each sprite<br>- I can decide how each sprite will move |
| 1 | 6 | Programming B - Programming animations | 6 | -To use my algorithm to create a program | -I can add programming blocks based on my algorithm<br>- I can test the programs I have created<br>- I can use sprites that match my design |
| 2 | 1 | Computing systems and networks – IT around us | 1 | -To recognise the uses and features of information technology | -I can describe some uses of computers<br>- I can identify examples of computers<br>- I can identify that a computer is a part of IT |

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| 2 | 1 | Computing systems and networks – IT around us | 2 | -To identify the uses of information technology in the school | -I can identify examples of IT<br>- I can identify that some IT can be used in more than one way<br>- I can sort school IT by what it's used for |
| 2 | 1 | Computing systems and networks – IT around us | 3 | -To identify information technology beyond school | -I can find examples of information technology<br>- I can sort IT by where it is found<br>- I can talk about uses of information technology |
| 2 | 1 | Computing systems and networks – IT around us | 4 | -To explain how information technology helps us | -I can demonstrate how IT devices work together<br>- I can recognise common types of technology<br>- I can say why we use IT |
| 2 | 1 | Computing systems and networks – IT around us | 5 | -To explain how to use information technology safely | -I can list different uses of information technology<br>- I can say how rules can help keep me safe<br>- I can talk about different rules for using IT |
| 2 | 1 | Computing systems and networks – IT around us | 6 | -To recognise that choices are made when using information technology | -I can explain the need to use IT in different ways<br>- I can identify the choices that I make when using IT<br>- I can use IT for different types of activities |
| 2 | 2 | Creating media – Digital photography | 1 | -To use a digital device to take a photograph | -I can explain what I did to capture a digital photo<br>- I can recognise what devices can be used to take photographs<br>- I can talk about how to take a photograph |
| 2 | 2 | Creating media – Digital photography | 2 | -To make choices when taking a photograph | -I can explain the process of taking a good photograph<br>- I can explain why a photo looks better in portrait or landscape format<br>- I can take photos in both landscape and portrait format |
| 2 | 2 | Creating media – Digital photography | 3 | -To describe what makes a good photograph | -I can discuss how to take a good photograph<br>- I can identify what is wrong with a photograph<br>- I can improve a photograph by retaking it |
| 2 | 2 | Creating media – Digital photography | 4 | -To decide how photographs can be improved | -I can experiment with different light sources<br>- I can explain why a picture may be unclear<br>- I can explore the effect that light has on a photo |
| 2 | 2 | Creating media – Digital photography | 5 | -To use tools to change an image | -I can explain my choices<br>- I can recognise that images can be changed<br>- I can use a tool to achieve a desired effect |
| 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<br>- I can identify which photos are real and which have been changed<br>- I can recognise which photos have been changed |
| 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<br>- I can follow instructions given by someone else<br>- I can give clear instructions |

| 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<br>- I can use an algorithm to program a sequence on a floor robot<br>- I can use the same instructions to create different algorithms |
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| 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<br>- I can follow a sequence<br>- I can predict the outcome of a sequence |
| 2 | 3 | Programming A – Robot algorithms | 4 | -To explain that programming projects can have code and artwork | -I can explain the choices I made for my mat design<br>- I can identify different routes around my mat<br>- I can test my mat to make sure that it is usable |
| 2 | 3 | Programming A – Robot algorithms | 5 | -To design an algorithm | -I can create an algorithm to meet my goal<br>- I can explain what my algorithm should achieve<br>- I can use my algorithm to create a program |
| 2 | 3 | Programming A – Robot algorithms | 6 | -To create and debug a program that I have written | -I can plan algorithms for different parts of a task<br>- I can put together the different parts of my program<br>- I can test and debug each part of the program |
| 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<br>- I can record data in a tally chart<br>- I can represent a tally count as a total |
| 2 | 4 | Data and information – Pictograms | 2 | -To recognise that objects can be represented as pictures | -I can enter data onto a computer<br>- I can use a computer to view data in a different format<br>- I can use pictograms to answer simple questions about objects |
| 2 | 4 | Data and information – Pictograms | 3 | -To create a pictogram | -I can explain what the pictogram shows<br>- I can organise data in a tally chart<br>- I can use a tally chart to create a pictogram |
| 2 | 4 | Data and information – Pictograms | 4 | -To select objects by attribute and make comparisons | -I can answer 'more than'/'less than' and 'most/least' questions about an attribute<br>- I can create a pictogram to arrange objects by an attribute<br>- I can tally objects using a common attribute |
| 2 | 4 | Data and information – Pictograms | 5 | -To recognise that people can be described by attributes | -I can choose a suitable attribute to compare people<br>- I can collect the data I need<br>- I can create a pictogram and draw conclusions from it |
| 2 | 4 | Data and information – Pictograms | 6 | -To explain that we can present information using a computer | -I can give simple examples of why information should not be shared<br>- I can share what I have found out using a computer<br>- I can use a computer program to present information in different ways |

| 2 | 5 | Creating media - Digital music | 1 | -To say how music can make us feel | -I can describe music using adjectives<br>- I can identify simple differences in pieces of music<br>- I can say what I do and don't like about a piece of music |
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| 2 | 5 | Creating media - Digital music | 2 | -To identify that there are patterns in music | -I can create a rhythm pattern<br>- I can explain that music is created and played by humans<br>- I can play an instrument following a rhythm pattern |
| 2 | 5 | Creating media - Digital music | 3 | -To experiment with sound using a computer | -I can connect images with sounds<br>- I can relate an idea to a piece of music<br>- I can use a computer to experiment with pitch |
| 2 | 5 | Creating media - Digital music | 4 | -To use a computer to create a musical pattern | -I can explain how my music can be played in different ways<br>- I can identify that music is a sequence of notes<br>- I can refine my musical pattern on a computer |
| 2 | 5 | Creating media - Digital music | 5 | -To create music for a purpose | -I can add a sequence of notes to my rhythm<br>- I can create a rhythm which represents an animal I've chosen<br>- I can create my animal's rhythm on a computer |
| 2 | 5 | Creating media - Digital music | 6 | -To review and refine our computer work | -I can explain how I changed my work<br>- I can listen to music and describe how it makes me feel<br>- I can review my work |
| 2 | 6 | Programming B - Programming quizzes | 1 | -To explain that a sequence of commands has a start | -I can identify that a program needs to be started<br>- I can identify the start of a sequence<br>- I can show how to run my program |
| 2 | 6 | Programming B - Programming quizzes | 2 | -To explain that a sequence of commands has an outcome | -I can change the outcome of a sequence of commands<br>- I can match two sequences with the same outcome<br>- I can predict the outcome of a sequence of commands |
| 2 | 6 | Programming B - Programming quizzes | 3 | -To create a program using a given design | -I can build the sequences of blocks I need<br>- I can decide which blocks to use to meet the design<br>- I can work out the actions of a sprite in an algorithm |
| 2 | 6 | Programming B - Programming quizzes | 4 | -To change a given design | -I can choose backgrounds for the design<br>- I can choose characters for the design<br>- I can create a program based on the new design |
| 2 | 6 | Programming B - Programming quizzes | 5 | -To create a program using my own design | -I can build sequences of blocks to match my design<br>- I can choose the images for my own design<br>- I can create an algorithm |
| 2 | 6 | Programming B - Programming quizzes | 6 | -To decide how my project can be improved | -I can compare my project to my design<br>- I can debug my program<br>- I can improve my project by adding features |