Voca	Suggests -1					National Curriculum Links		Teach Co	omputing Taxonomy		
Year Group	Suggested Order	Unit Name	Lesson	Learning Objectives	Success Criteria	1.1 1.2 1.3 1.4 1.5 1.6	AL CM	CS DD DI	ET IT	NW PG SS	Cross Curricular Links Education for a Connected W
1	1	Computing systems and networks – Technology around	1	-To identify technology	us - I can explain technology as something that helps us						- Copyright and ownership - Health, well-being and lifestyl
1	1	Computing systems and networks –	2	-To identify a computer and its main parts	- I can locate examples of technology in the classroom -I can name the main parts of a computer						- Copyright and ownership
		Technology around us Computing systems and networks –			I can switch on and log into a computer I can use a mouse to click and drag I can click and drag to make objects on a screen						- Health, well-being and lifesty - Copyright and ownership
		Technology around us Computing systems	3	-To use a mouse in different ways	- I can use a mouse to create a picture - I can use a mouse to open a program -I can save my work to a file						- Health, well-being and lifest
1	1	and networks – Technology around us Computing systems	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 lifest
1	1	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						- Copyright and ownership - Health, well-being and lifes
1	1	Computing systems and networks – Technology around us	6	-To create rules for using technology responsibly	- I can give examples of some of these rules - 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 lifes
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						Art and Design
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 -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 -I can explain that pictures can be made in lots of						Art and Design
1	2	Creating media – Digital painting	6	-To compare painting a picture on a computer and on paper	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						English – writing
1	3	Programming A – Moving a robot	3	-To combine forwards and backwards commands to make a sequence	movements - 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						English – writing
1	3	Programming A – Moving a robot	4	-To combine four direction commands to make sequences	-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	5	-To plan a simple program	-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	6	-To find more than one solution to a problem	- I can plan two programs - I can use two different programs to get to the same place						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

	animations Programming B -			- I can say what happens when I change a value -I can add blocks to each of my sprites							
6	Programming	2	-To identify the effect of changing a value	- I can find blocks that have numbers							
6	Programming animations Programming B -	2	together	- I can use more than one block by joining them together -I can change the value							
6	Programming animations Programming B -	1	-To choose a command for a given purpose -To show that a series of commands can be joined	- I can find which commands to move a sprite - I can use commands to move a sprite -I can run my program - I can use a Start block in a program							
5	Creating media – Digital writing Programming B -	6	-To compare typing on a computer to writing on paper	writing - I can make changes to text on a computer - I can say why I prefer typing or writing -I can compare different programming tools							- Privacy and security
5	Digital writing	5		- 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							- Privacy and security
5	Creating media –	5	-To explain why I used the tools that I chose	- I can select a word by double-clicking -I can decide if my changes have improved my writing							- Privacy and security
5	Creating media – Digital writing	4	-To make careful choices when changing text	-I can change the font -I can select all of the text by clicking and dragging							- Privacy and security
5	Digital writing	3	a computer	- I can identify the toolbar and use bold, italic, and underline - I can type capital letters							- Privacy and security
		_	•	- I can use letter, number, and space keys -I can explain what the keys that I have learnt about already do							,
5	Digital writing Creating media –	7		- I can recognise keys on a keyboard -I can enter text into a computer							- Privacy and security
5	Creating media –	1	-To use a computer to write	- I can record and share what I have found -I can identify and find keys on a keyboard - I can open a word processor		_		_			- Privacy and security
4	Data and information – Grouping data	6	-To answer questions about groups of objects	-I can compare groups of objects - I can decide how to group objects to answer a question							- Copyright and ownership
4	Data and information – Grouping data	5	-To compare groups of objects	-I can choose how to group objects - I can describe groups of objects - I can record how many objects are in a group							- Copyright and ownership
4	Data and information – Grouping data	4	-To count objects with the same properties	-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
4	Data and information – Grouping data	3	-To describe objects in different ways	-l can describe an object -l can describe a property of an object -l can find objects with similar properties							- Copyright and ownership
	5	4 - Grouping data 4 Data and information - Grouping data 5 Creating media - Digital writing 6 Programming B - Programmi	4 — Grouping data 4 Data and information — Grouping data 4 Data and information — Grouping data 4 Data and information — Grouping data 5 Data and information — Grouping data 6 Data and information — Grouping data 7 Data and information — Grouping data 7 Data and information — Grouping data 8 Creating media — Digital writing 9 Creating media — Programming B — Program	4 Grouping data 2 To identify that objects can be counted 4 Data and information – Grouping data 4 Data and information – Grouping data 5 To count objects with the same properties 4 Data and information – Grouping data 6 To compare groups of objects 4 Data and information – Grouping data 7 To answer questions about groups of objects 5 Creating media – Digital writing 7 To use a computer to write 7 To add and remove text on a computer 6 Creating media – Digital writing 7 To identify that the look of text can be changed on a computer 7 To make careful choices when changing text 7 To make careful choices when changing text 7 To explain why I used the tools that I chose 8 Creating media – Digital writing 8 To creating media – Digital writing 9 To creating media – Digital writing 9 To explain why I used the tools that I chose 9 To creating media – Digital writing 9 To compare typing on a computer to writing on paper 1 To choose a command for a given purpose animations 9 Programming B –	- Grouping data - 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					-I can explain the process of taking a good	 			
2	2	Creating media – Digital photography	2	-To make choices when taking a photograph	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			Art and design	- Self-image and identity
2	2	Creating media – Digital photography	5	-To use tools to change an image	-I can explain my choices -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			Music	
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 - I can identify different routes around my mat - I can test my mat to make sure that it is usable			Music	
2	3	Programming A – Robot algorithms	5	-To design an algorithm	-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	6	-To create and debug a program that I have written	-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			Maths	- Privacy and security
2	4	Data and information - Pictograms	2	-To recognise that objects can be represented as pictures	-I can enter data onto a computer - I can use a computer to view data in a different format - I can use pictograms to answer simple questions about objects			Maths	- Privacy and security
2	4	Data and information – Pictograms	3	-To create a pictogram	-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			Maths	- Privacy and security
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 - I can create a pictogram to arrange objects by an attribute - I can tally objects using a common attribute			Maths	- Privacy and security
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 -I can collect the data I need -I can create a pictogram and draw conclusions from it			Maths	- Privacy and security
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 -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

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 -I can identify that music is a sequence of notes -I can refine my musical pattern on a computer -I can add a sequence of notes to my rhythm				- Copyright and ownership
2	5	Creating media - Digital music	5	-To create music for a purpose	- I can create a rhythm which represents an animal I've chosen - I can create my animal's rhythm on a computer				- Copyright and ownership
2	5	Creating media - Digital music	6	-To review and refine our computer work	-I can explain how I changed my work -I can listen to music and describe how it makes me feel -I can review my work				- Copyright and ownership
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 -I can identify the start of a sequence -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 -I can match two sequences with the same outcome -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 -I can decide which blocks to use to meet the design -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 -I can choose characters for the design -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 - I can choose the images for my own design - 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 -I can debug my program -I can improve my project by adding features				