								National Curriculum Links							Teach Computing Taxonomy											
		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	CM	CS	DD	DI	ET	IT	NW	PG	SS	Cross Curricular Links	Education for a Connected World
	Autumn term 1	3 Cycle A 22/23	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 Cycle A 22/23	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																			
		Cycle A 22/23	1	Computing systems and networks – Connecting computers	3	-To recognise how digital devices can change the way we work	-I can explain how I use digital devices for different activities - I can recognise similarities between using digital devices and non-digital tools - I can suggest differences between using digital devices and non-digital tools																			
		3 Cycle A 22/23	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 - I can recognise different connections																			
		3 Cycle A 22/23	1	Computing systems and networks – Connecting computers	5	-To explore how digital devices can be connected	-I can demonstrate how information can be passed between devices - I can explain the role of a switch, server, and wireless access point in a network - I can recognise that a computer network is made up of a number of devices																			
		3 Cycle A 22/23	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																			

	Autumn term 2	3 Cycle A 22/23	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 Cycle A 22/23	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 little changes are needed for each frame - I can predict what an animation will look like															- Copyright and ownership - Managing online information
		3 Cycle A 22/23	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 Cycle A 22/23	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 Cycle A 22/23	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 better - I can improve my animation based on feedback															- Copyright and ownership - Managing online information
		3 Cycle A 22/23	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
	Spring Term 1	3 Cycle A 22/23	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 Cycle A 22/23	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 Cycle A 22/23	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 Cycle A 22/23	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 Cycle A 22/23	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
		3 Cycle A 22/23	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
	Spring term 2	3 Cycle A 22/23	4	Data and information – Branching databases	1	-To create questions with yes/no answers	-I can create two groups of objects separated by one attribute - I can investigate questions with yes/no answers - I can make up a yes/no question about a collection of objects
		3 Cycle A 22/23	4	Data and information – Branching databases	2	-To identify the attributes needed to collect data about an object	-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 Cycle A 22/23	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 Cycle A 22/23	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 explain that questions need to be ordered carefully to split objects into similarly sized groups																			
		3 Cycle A 22/23	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 Cycle A 22/23	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																			
	Summer term 1	3 Cycle A 22/23	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																			- Copyright and ownership - Managing online information
		3 Cycle A 22/23	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 explain that text can be changed to communicate more clearly																			- Copyright and ownership - Managing online information

		3 Cycle A 22/23	5	Creating media – Desktop publishing	3	-To choose appropriate page settings	-I can create a template for a particular purpose - I can define the term 'page orientation' - I can recognise placeholders and say why they are important																- Copyright and ownership - Managing online information
		3 Cycle A 22/23	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 text and images to create a magazine cover																- Copyright and ownership - Managing online information
		3 Cycle A 22/23	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 match a layout to a purpose																- Copyright and ownership - Managing online information
		3 Cycle A 22/23	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 say why desktop publishing might be helpful																- Copyright and ownership - Managing online information
	Summer term 2	3 Cycle A 22/23	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 a way to improve a program																
		3 Cycle A 22/23	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 Cycle A 22/23	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 Cycle A 22/23	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 Cycle A 22/23	6	Programming B - Events and actions in programs	5	-To identify and fix bugs in a program	-I can match a piece of code to an outcome - I can modify a program using a design - I can test a program against a given 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																				
	Autumn term 1	4 Cycle B 23/24	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 Cycle B 23/24	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 Cycle B 23/24	1	Computing systems and networks – The Internet	3	-To outline how websites can be shared via the World Wide Web (WWW)	-I can describe how to access websites on the WWW - I can describe where websites are stored when uploaded to the WWW - I can explain the types of media that can be shared on the WWW																				
		4 Cycle B 23/24	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 WWW																		
		4 Cycle B 23/24	1	Computing systems and networks – The Internet	5	-To recognise how the content of the WWW is created by people	-I can explain that there are rules to protect content - I can explain that websites and their content are created by people - I can suggest who owns the content on websites																		
		4 Cycle B 23/24	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																		
	Autumn term 2	4 Cycle B 23/24	2	Creating media - Audio production	1	-To identify that sound can be recorded	-I can explain that the person who records the sound can say who is allowed to use it - I can identify the input and output devices used to record and play sound - I can use a computer to record audio																		- Copyright and ownership
		4 Cycle B 23/24	2	Creating media - Audio production	2	-To explain that audio recordings can be edited	-I can discuss what sounds can be added to a podcast - 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 Cycle B 23/24	2	Creating media - Audio production	3	-To recognise the different parts of creating a podcast project	-I can explain how sounds can be combined to make a podcast more engaging - I can plan appropriate content for a podcast - I can save my project so the different parts remain editable																		- Copyright and ownership

		4 Cycle B 23/24	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 Cycle B 23/24	2	Creating media - Audio production	5	-To combine audio to enhance my podcast project	-I can arrange multiple sounds to create the effect I want - I can explain the difference between saving a project and exporting an audio file - I can open my project to continue working on it																		- Copyright and ownership
		4 Cycle B 23/24	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
	Spring term 1	4 Cycle B 23/24	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 typing commands																		
		4 Cycle B 23/24	3	Programming A – Repetition in shapes	2	-To create a program in a text-based language	-I can test my algorithm in a text-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 Cycle B 23/24	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 count-controlled loop to produce a given outcome																		
		4 Cycle B 23/24	3	Programming A – Repetition in shapes	4	-To modify a count-controlled loop to produce a given outcome	-I can choose which values to change in a loop - I can identify the effect of changing the number of times a task is																		

							repeated - I can predict the outcome of a program containing a count-controlled loop																						
		4 Cycle B 23/24	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 ‘chunks’ of actions in the real world - I can use a procedure in a program																						
		4 Cycle B 23/24	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																						
	Spring term 2	4 Cycle B 23/24	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 Cycle B 23/24	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 Cycle B 23/24	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 talk about the data that I have captured																						
		4 Cycle B 23/24	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 Cycle B 23/24	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 Cycle B 23/24	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																
	Summer term 1	4 Cycle B 23/24	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 editing software to crop an image																- Copyright and ownership - Self-image and identity
		4 Cycle B 23/24	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 why I chose certain colour effects																- Copyright and ownership - Self-image and identity
		4 Cycle B 23/24	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 remove parts of an image using cloning																- Copyright and ownership - Self-image and identity
		4 Cycle B 23/24	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 Cycle B 23/24	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 Cycle B 23/24	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 - Self-image and identity
	Summer term 2	4 Cycle B 23/24	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 Cycle B 23/24	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 Cycle B 23/24	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 Cycle B 23/24	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 re-use existing code snippets on new sprites																			
		4 Cycle B 23/24	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																			

		4 Cycle B 23/24	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 - I can refine the algorithm in my design																
	Autumn term 1	5 Cycle C 24-25	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 Cycle C 24-25	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 Cycle C 24-25	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 Cycle C 24-25	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 search term to the search engine's index																- Copyright and ownership
		5 Cycle C 24-25	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 Cycle C 24-25	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																- Copyright and ownership

							of the limitations of search engines																	
	Autumn term 2	5 Cycle C 24-25	2	Creating media - Video production	1	-To explain what makes a video effective	-I can compare features in different videos - I can explain that video is a visual media format - I can identify features of videos																	- Managing online information - Online relationships - Online reputation - Self-image and identity
		5 Cycle C 24-25	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 Cycle C 24-25	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 filming techniques for a given purpose																	- Managing online information - Online relationships - Online reputation - Self-image and identity
		5 Cycle C 24-25	2	Creating media - Video production	4	-To create a storyboard	-I can create and save video content - I can decide which filming techniques I will use - I can outline the scenes of my video																	- Managing online information - Online relationships - Online reputation - Self-image and identity
		5 Cycle C 24-25	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, retrieve, and export my recording to a computer																	- Managing online information - Online relationships - Online reputation - Self-image and identity
		5 Cycle C 24-25	2	Creating media - Video production	6	-To consider the impact of the choices made when making and sharing a video	-I can evaluate my video and share my opinions - I can make edits to my video and improve the final outcome - I can recognise that my choices when making a video will																	- Managing online information - Online relationships - Online reputation - Self-image and identity

							impact on the quality of the final outcome																		
	Spring term 1	5 Cycle C 24-25	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 Cycle C 24-25	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 Cycle C 24-25	3	Programming A – Selection in physical computing	3	-To explain that a loop can stop when a condition is met	-I can design a conditional loop - I can explain that a condition is either true or false - I can program a microcontroller to respond to an input																		
		5 Cycle C 24-25	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	-I can explain that a condition being met can start an action - I can identify a condition and an action in my project - I can use selection (an 'if…then…' statement) to direct the flow of a program																		
		5 Cycle C 24-25	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																		
		5 Cycle C 24-25	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																		

	Spring term 2	5 Cycle C 24-25	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 order, sort, and group my data cards						
		5 Cycle C 24-25	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 explain what a field and a record is in a database - I can navigate a flat-file database to compare different views of information						
		5 Cycle C 24-25	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 Cycle C 24-25	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 outline how 'AND' and 'OR' can be used to refine data selection						
		5 Cycle C 24-25	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 Cycle C 24-25	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 refine a search in a real-world context						

	Summer term 1	5 Cycle C 24-25	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 Cycle C 24-25	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 Cycle C 24-25	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 modify objects to create a new image - I can use the zoom tool to help me add detail to my drawings																				- Copyright and ownership
		5 Cycle C 24-25	5	Creating media – Introduction to vector graphics	4	-To recognise that vector drawings consist of layers	-I can change the order of layers in a vector drawing - I can identify that each added object creates a new layer in the drawing - I can use layering to create an image																				- Copyright and ownership
		5 Cycle C 24-25	5	Creating media – Introduction to vector graphics	5	-To group objects to make them easier to work with	-I can copy part of a drawing by duplicating several objects - I can recognise when I need to group and ungroup objects - I can reuse a group of objects to further develop my vector drawing																				- Copyright and ownership
		5 Cycle C 24-25	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 I have used and why I have used them																				- Copyright and ownership

	Summer term 2	5 Cycle C 24-25	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 recall how conditions are used in selection																			
		5 Cycle C 24-25	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 'if... then… else...' statement - I can use selection in an infinite loop to check a condition																			
		5 Cycle C 24-25	6	Programming B – Selection in quizzes	3	-To explain how selection directs the flow of a program	-I can design the flow of a program which contains 'if… then… else…' - I can explain that program flow can branch according to a condition - I can show that a condition can direct program flow in one of two ways																			
		5 Cycle C 24-25	6	Programming B – Selection in quizzes	4	-To design a program which uses selection	-I can identify the outcome of user input in an algorithm - I can outline a given task - I can use a design format to outline my project																			
		5 Cycle C 24-25	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																			
		5 Cycle C 24-25	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																			
	Autumn term 1	6 Cycle D 25-26	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																			- Managing online information - Online reputation

							data is transferred using agreed methods																		
		6 Cycle D 25-26	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 online information - Online reputation
		6 Cycle D 25-26	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 online information - Online reputation
		6 Cycle D 25-26	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 online information - Online reputation
		6 Cycle D 25-26	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 online information - Online reputation
		6 Cycle D 25-26	1	Computing systems and networks - Communication and collaboration	6	-To evaluate different methods of online communication	-I can compare different methods of communicating on the internet - I can decide when I should and should not share information online - I can explain that communication on the internet may not be private																		- Managing online information - Online reputation

	Autumn term 2	6 Cycle D 25-26	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 ownership - Online relationships
		6 Cycle D 25-26	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 ownership - Online relationships
		6 Cycle D 25-26	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 find copyright-free images - I can say why I should use copyright-free images																	- Copyright and ownership - Online relationships
		6 Cycle D 25-26	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 looks like on different devices and suggest/make edits - I can preview what my web page looks like																	- Copyright and ownership - Online relationships
		6 Cycle D 25-26	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 ownership - Online relationships
		6 Cycle D 25-26	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 user experience of a website - I can explain the implication of linking to content owned by others																	- Copyright and ownership - Online relationships
	Spring term 1	6 Cycle D 25-26	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 that variables can hold numbers or letters																	

		6 Cycle D 25-26	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 recognise that the value of a variable can be changed																				
		6 Cycle D 25-26	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 Cycle D 25-26	3	Programming A – Variables in games	4	-To design a project that builds on a given example	-I can choose the artwork for my project - I can create algorithms for my project - I can explain my design choices																				
		6 Cycle D 25-26	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 Cycle D 25-26	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																				
	Spring Term 2	6 Cycle D 25-26	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 Cycle D 25-26	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 Cycle D 25-26	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 Cycle D 25-26	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 operations - I can create a formula which includes a range of cells															
		6 Cycle D 25-26	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 Cycle D 25-26	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															
	Summer term 1	6 Cycle D 25-26	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 relative to one another - I can view 3D shapes from different perspectives															- Privacy and security
		6 Cycle D 25-26	5	Creating media – 3D Modelling	2	-To identify that digital 3D objects can be modified	-I can lift/lower 3D objects - I can recolour a 3D object - I can resize an object in three dimensions															- Privacy and security
		6 Cycle D 25-26	5	Creating media – 3D Modelling	3	-To recognise that objects can be combined in a 3D model	-I can duplicate 3D objects - I can group 3D objects - I can rotate objects in three dimensions															- Privacy and security
		6 Cycle D 25-26	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 Cycle D 25-26	5	Creating media – 3D Modelling	5	-To plan my own 3D model	-I can analyse a 3D model - I can choose objects to use in a 3D model - I can combine objects in a design																- Privacy and security
		6 Cycle D 25-26	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
	Summer term 2	6 Cycle D 25-26	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 Cycle D 25-26	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 Cycle D 25-26	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 Cycle D 25-26	6	Programming B - Sensing movement	4	-To use a conditional statement to compare a variable to a value	-I can explain the importance of the order of conditions in else, if statements - I can modify a program to achieve a different outcome - I can use an operand (e.g. <>=) in an if, then statement																
		6 Cycle D 25-26	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 flow for my project																

		6 Cycle D 25-26	6	Programming B - Sensing movement	6	-To develop a program to use inputs and outputs on a controllable device	-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																