

Year Group	Suggested Order	Unit Name	Lesson	Learning Objectives	Success Criteria	National Curriculum Links						Teach Computing Taxonomy										Cross Curricular Links	Education for a Connected World
						1.1	1.2	1.3	1.4	1.5	1.6	AL	CM	CS	DD	DI	ET	IT	NW	PG	SS		
1	1	Computing systems and networks – Technology around us	1	-To identify technology	-I can explain how these technology examples help us -I can explain technology as something that helps us -I can locate examples of technology in the classroom																		- Copyright and ownership - Health, well-being and lifestyle
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 -I can switch on and log into a computer -I can use a mouse to click and drag																		- Copyright and ownership - Health, well-being and lifestyle
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 -I can use a mouse to create a picture -I can use a mouse to open a program																		- Copyright and ownership - Health, well-being and lifestyle
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 -I can say what a keyboard is for -I can type my name on a computer																		- Copyright and ownership - Health, well-being and lifestyle
1	1	Computing systems 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 -I can give examples of some of these rules																		- Copyright and ownership - Health, well-being and lifestyle
1	1	Computing systems and networks – Technology around us	6	-To create rules for using technology responsibly	-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 lifestyle
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 -I can make marks with the square and line tools																		Art and Design
1	2	Creating media – Digital painting	2	-To use the shape tool and the 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 -I can choose appropriate paint tools and colours to recreate the work of an artist																		Art and Design
1	2	Creating media – Digital painting	4	-To explain why I chose the tools I used	-I can say which tools were helpful and why -I know that different paint tools do different jobs -I can change the colour and brush sizes																		Art and Design
1	2	Creating media – Digital painting	5	-To use a computer on my own to paint a picture	-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 different ways																		Art and Design
1	2	Creating media – Digital painting	6	-To compare painting a picture on a computer and on paper	-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 -I can follow an instruction -I can give directions																		English – writing
1	3	Programming A – Moving a robot	2	-To act out a given word	-I can recall words that can be acted out -I can compare forwards and backwards 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 -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	3	-To combine forwards and backwards commands to make a sequence	-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 -I can plan two programs -I can use two different programs to get to the same place																		English – writing
1	3	Programming A – Moving a robot	4	-To combine four direction commands to make sequences	-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 -I can plan two programs -I can use two different programs to get to the same place																		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 -I can plan two programs -I can use two different programs to get to the same place																		English – writing
1	3	Programming A – Moving a robot	6	-To find more than one solution to a problem	-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 -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 -I can count a group of objects -I can count objects -I can group objects -I can describe an object -I can describe a property of an object -I can find objects with similar 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
1	4	Data and information – Grouping data	2	-To identify that objects can be counted	-I can describe objects using labels -I can identify the label for a group of objects -I can match objects to groups -I can count a group of objects -I can count objects -I can group objects -I can describe an object -I can describe a property of an object -I can find objects with similar 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
1	4	Data and information – Grouping data	3	-To describe objects in different ways	-I can describe objects using labels -I can identify the label for a group of objects -I can match objects to groups -I can count a group of objects -I can count objects -I can group objects -I can describe an object -I can describe a property of an object -I can find objects with similar 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
1	4	Data and information – Grouping data	4	-To count objects with the same properties	-I can describe objects using labels -I can identify the label for a group of objects -I can match objects to groups -I can count a group of objects -I can count objects -I can group objects -I can describe an object -I can describe a property of an object -I can find objects with similar 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

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							