March Marc														
1.	Year	Suggested					National Curric	ulum Links		Teach Computin	g Taxonomy	Cross	Curricular	
Part	Group	Order		Lesson	Learning Objectives	Success Criteria -I can explain how these technology examples help us	1.1 1.2 1.3 1.	4 1.5 1.6	AL CM	CS DD DI E	T IT NW	PG SS		Education for a Connected World
1	1	1	and networks -	1	-To identify technology	us								Copyright and ownership Health, well-being and lifestyle
Part	1	1	Computing systems and networks –	2	«To identify a computer and its main parts	classroom -I can name the main parts of a computer								- Copyright and ownership
March Marc			Computing systems			- I can use a mouse to click and drag								
1	1	1	Technology around us	3	-To use a mouse in different ways	- I can use a mouse to create a picture								Health, well-being and lifestyle
Part	1	1	and networks -	4	-To use a keyboard to type on a computer	- I can say what a keyboard is for								Copyright and ownership Health, well-being and lifestyle
The content of the	1	1	Computing systems and networks – Technology around	5	-To use the keyboard to edit text	-I can delete letters -I can open my work from a file								Copyright and ownership Health, well-being and lifestyle
March Company Compan			Computing systems and networks –			-I can discuss how we benefit from these rules								- Copyright and ownership
A	'	'	Technology around us	•	- to create rules for using technology responsibly	when we are using technology in and beyond the home								- Health, well-being and lifestyle
The content of the	1	2	Creating media – Digital painting	1	-To describe what different freehand tools do	tools I used - I can make marks on a screen and explain which						Art and E	esign	
1	1	2	Creating media –	2	.To use the chane tool and the line tools	- I can use the paint tools to draw a picture -I can make marks with the square and line tools						Art and I	aeinn	
1														
1	1		Digital painting		picture	 I can make appropriate colour choices I can choose appropriate paint tools and colours to 					-			
1	1	2	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 iobs I can change the colour and brush sizes.						Art and E	esign	
Company of the comp	1	2		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						Art and E	esign	
The state of the s	1	2	Creating media –	6	-To compare painting a picture on a computer and	different ways - I can say whether I prefer painting using a						Art and E	esian	
Continued of the cont			Digital painting		on paper	computer and on paper								
September 19 - March 1	1	3	Programming A – Moving a robot	1	-To explain what a given command will do	I can predict the outcome of a command on a device I can run a command on a device						English -	writing	
Part	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						English -	writing	
Service of the control of the contro	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 - I can predict the outcome of a sequence involving						English -	writing	
Company of the comp						I can start a sequence from the same place I can compare left and right turns								
1	1	3	Programming A – Moving a robot	4	sequences	move a robot - I can predict the outcome of a sequence involving						English -	writing	
1	1	3	Programming A – Moving a robot	5		sequence - I can debug my program						English -	writing	
The second control of the control of	1	3	Programming A –	6	«To find more than one solution to a problem	I can explain what my program should do I can identify several possible solutions I can plan two programs						English -	writing	
Section of the company of the comp						-l can describe objects using labels								0
The state of the process of the state of the	1		Data and information		,	- I can match objects to groups -I can count a group of objects								
Comparison of the company of the c	1	4	Data and information			I can group objects I can describe an object I can describe a property of an object								
1 4 State of the formation 5 State of the grant of legacian 5 State of le	1	4	Data and information	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								- Copyright and ownership
1	1	4	Data and information	5	-To compare groups of objects	-I can choose how to group objects - I can describe groups of objects								- Copyright and ownership
1 5 County of the County	1	4	Data and information	6	-To answer questions about groups of objects	-I can compare groups of objects -I can decide how to group objects to answer a								- Copyright and ownership
The control of the co	1	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
and control and the company of the c	1	5	Creating media –	2	-To add and remove text on a computer	-I can enter text into a computer -I can use backspace to remove text								- Privacy and security
Comparison of the Comparison					-To identify that the look of text can be changed on	-I can explain what the keys that I have learnt about already do								
			Digital writing		a computer	underline								- Privacy and security
The Configuration of the Confi	1	5	Creating media – Digital writing	4	-To make careful choices when changing text	 I can select all of the text by clicking and dragging 								- Privacy and security
Contact products Contact pro	1	5	Creating media – Digital writing	5	-To explain why I used the tools that I chose	writing - I can say what tool I used to change the text								- Privacy and security
1 December 1 September 2 Septe	1	5	Creating media –	6	-To compare typing on a computer to writing on	-I can explain the differences between typing and writing								- Privacy and security
Complete grants Complete g	1	6	Programming B -	1		- I can say why I prefer typing or writing								
In grant or the control by possible and before the control by possible and befor	1		Programming B -			-I can run my program -I can use a Start block in a program								
Comparison of the comparison			animations Programming B -		together	together								
Programming Computing patients Computing pati	1	-	animations Programming B -			I can sav what happens when I change a value I can add blocks to each of my sprites								
1 0 Programming 1 1 0 Programming 2 1 To use a digital device to bake a protection of the substance of incomplete incompl	1		Programming animations			I can show that a project can include more than one sprite I can choose appropriate artwork for my project								
Section of the complete of t	1		Programming animations	5	-To design the parts of a project	I can create an algorithm for each sprite I can decide how each sprite will move I can add programming blocks based on my								
Computing systems are record us control and including the control an	1	6	Programming animations	6	-To use my algorithm to create a program	algorithm - I can test the programs I have created - I can use sprites that match my design								
Compliage systems Comp	2	1	and networks - IT around us	1		I can describe some uses of computers I can identify examples of computers I can identify that a computer is a part of IT								- Health, well-being and lifestyle
2 1 Computing systems and reduceds - IT of any of early state - IT of the early information technology beyond action - It can not IT by where it is found and reduceds - IT of explain how information technology beyond action - It can not IT by where it is found - It can	2	1	and networks - IT	2	-To identify the uses of information technology in the school	I can identify that some IT can be used in more than one way								- Health, well-being and lifestyle
2 1 and networks — If an explain how information technology selection of the explaint how information technology and intensity a	2	1	and networks - IT around us	3	-To identify information technology beyond school	I can find examples of information technology I can sort IT by where it is found I can talk about uses of information technology								- Health, well-being and lifestyle
2 1 Compling replaces 2 1 To recognise that choices are made when using 3 To recognise that choices are made when using 4 can led different tess of side. 4 can plant have the side of the	2	1	Computing systems and networks – IT around us	4		-I can demonstrate how IT devices work together - I can recognise common types of technology - I can say why we use IT								- Health, well-being and lifestyle
1 and develoption — To recognise that choices are made when using an around us a recognise that choices are made when using a photography of the complete photography and life-style around the complete photography and the complete photography and the complete photography around the complete photog	2	1	Computing systems and networks – IT around us	5		I can list different uses of information technology I can say how rules can help keep me safe I can talk about different rules for using IT.								- Health, well-being and lifestyle
2 2 Cesting media— Digital photography 2 2 Consting media— Digital photography 3 7 To use a digital device to take a photograph 4 and design - Self-mage and identity 4 and design - Self-mage and identity 5 Cesting media— Digital photography 6 Cesting media— Digital photography 7 Cesting media— Digital photography 8 Art and design - Self-mage and identity 9 Cesting media— Digital photography 9 Cesting media— Digital photography 1 To describe what makes a good photograph - I and design what job looks better in portrail or learn describe powers 1 To describe what makes a good photograph - I and describe what makes a good photograph - I and median hypograph 1 To describe what makes a good photograph - I and describe what makes a good photograph - I and describe what makes a good photograph - I and describe what makes a good photograph - I and describe what makes a good photograph - I and describe what makes a good photograph - I and describe what makes a good photograph - I and describe what makes a good photograph - I and describe what makes a good photograph - I and describe what makes a good photograph - I and describe what makes a good photograph - I and describe what makes a good photograph - I and describe what makes a good photograph - I and describe what makes a good photograph - I and describe what makes a good photograph - I and describe what makes a good photograph - I and describe what makes a good photograph - I and describe what makes a good photograph - I and describe what makes a good photograph what describe what makes a good photograph - I and good photograph what describe what makes a good photograph what who good what and good what what describe what makes a good photography while long the photography while long the photography while long the photography while long the photography whi	2	1	and networks - IT	6	-To recognise that choices are made when using information technology	- I can identify the choices that I make when using IT								- Health, well-being and lifestyle
2 Creating media— Digital photography 2 To make choices when taking a photograph 3 To describe what makes a good photograph 4 and design 3 To describe what makes a good photograph 4 and design 4 To describe what makes a good photograph 5 To describe what makes a good photograph 6 To describe what makes a good photograph 7 To describe what makes a good photograph 8 To describe what makes a good photograph 9 To describe what makes a good photograph 1 To describe what makes a good photograph 2 To describe what makes a good photograph 2 To describe what makes a good photograph 2 To describe what makes a good photograph 3 To describe what makes a good photograph 4 To describe what makes a good photograph 5 To describe what makes a good photograph 6 In an equity what is unroug with a photograph 1 To describe what makes a good photograph 1 To describe what makes a good photograph 2 To describe what makes a good photograph 2 To describe what makes a good photograph 2 In describe what makes a good photograph 3 In describe what makes a good photograph 3 In describe what makes a good photograph 4 In describe what makes a good photograph	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 - I can recognise what devices can be used to take photographs						Art and o	esign	- Self-image and identity
Digital photography Interface per format						I can talk about how to take a photograph I can explain the process of taking a good photograph								
2 2 Coesting media Digital phistography 2 2 Coesting media Digital phistography 3 3 -To describe what makes a good photograph - I can dentify what is wrong with a photograph - I can dentify what wrong with a photograph - I can dentify what wrong with a photograph - I can dentify what wrong with a photograph - I can dentify what wrong with a photograph - I can dentify what wrong with a photograph - I can dentify what wrong with a photograph - I can dentify whotograph - I can dentify what wrong with a photograph - I can dentify whotograph - I	2	2	Creating media – Digital photography	2	-To make choices when taking a photograph	landscape format						Art and o	esign	- Self-image and identity
2 Coating media — logistal photography 2 Coating media — logistal photography 2 Coating media — logistal photography 3 Coating media — logistal photography 4 — To decide how photographs can be improved 4 — To decide how photographs can be improved 5 — To use bods to change an image 6 — To use bods to change an image 7 — To excognise that photos can be changed 8 — To recognise that photos can be changed 9 — To recognise that photos can be changed 1 — To recog	2	2	Creating media – Digital photography	3	-To describe what makes a good photograph	I can identify what is wrong with a photograph I can improve a photograph by retaking it						Art and o	esign	- Self-image and identity
2 2 Casting metia — Digital photography 5 — To use bods to change an image — 1 can exceptise that image can be changed — 1 can exceptise that image can be changed — 1 can exceptise that image can be changed — 1 can exceptise that image can be changed — 1 can exceptise that image can be changed — 1 can except image that image can be changed — 1 can except image that image can be changed — 1 can except image that image can be changed — 1 can except image that image can be changed — 1 can except image that image can be changed — 1 can except image that image can be changed — 1 can except image that image can be changed — 1 can except image that image can be changed — 1 can except image that image can be changed — 1 can except image that image can be changed — 1 can except image that image can be changed — 1 can except image that image can be changed — 1 can except image that image can be changed — 1 can except image can	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 o	esign	- Self-image and identity
2 Costing media— Digital photography 6 To recognise that photos can be changed - Load identify which photos are real and which have been changed - Load identify which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have been changed - Load inscriptions which photos are real and which have	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						Art and c	esign	- Self-image and identity
2 3 Programming A - To describe a series of instructions as a sequence - I can licitud instructions given by someone else - I can licitud instructions given by	2	2	Creating media –	6	-To recognise that photos can be changed	capture a photo						Art and c	esign	- Self-image and identity
2 3 Programming A - To describe a series of instructions as a sequence I - I and follow instructions given by someone else			gran priorography			have been changed - I can recognise which photos have been changed								
	2	3	Programming A – Robot algorithms	1	-To describe a series of instructions as a sequence	enacted as a sequence - I can follow instructions given by someone else						Music		

2	3	Programming A – Robot algorithms	2		-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 recresent 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			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			Maths	- Privacy and security
2	4	Data and information – Pictograms	5	attributes	- I can tally objects using a common attribute - 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 waves			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				- Copyright and ownership
2	5	Creating media - Digital music	5	-To create music for a purpose	-I can add a sequence of notes to my rhythm - 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				- Copyright and ownership
2	6	Programming B - Programming guizzes	1	-To explain that a sequence of commands has a start	- I can review mv work - I can identify that a program needs to be started - I can identify the start of a sequence - I can show how to run mv 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				
2	6	Programming B - Programming quizzes	3		commands -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				
2	6	Programming B - Programming	4		algorithm 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				
2	6	Programming B - Programming guizzes	6	-To decide how my project can be improved	I can create an algorithm I can compare my project to my design I can debug my program I can improve my project by adding features				