

| Year Group | Suggested Order | Unit Name | Lesson | Learning Objectives | Cross Curricular Links | Education for a Connected World |
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| 1 | 1 | Computing systems and networks – Technology around us | 1 | To identify technology | | - 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 | | - 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 | | - 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 | | - 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 | | - 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 | | - Copyright and ownership - Health, well-being and lifestyle |
| 1 | 2 | Creating media – Digital painting | 1 | To describe what different freehand tools do | Art and Design | |
| 1 | 2 | Creating media – Digital painting | 2 | To use the shape tool and the line tools | Art and Design | |
| 1 | 2 | Creating media – Digital painting | 3 | To make careful choices when painting a digital picture | Art and Design | |
| 1 | 2 | Creating media – Digital painting | 4 | To explain why I chose the tools I used | Art and Design | |
| 1 | 2 | Creating media – Digital painting | 5 | To use a computer on my own to paint a picture | Art and Design | |
| 1 | 2 | Creating media – Digital painting | 6 | To compare painting a picture on a computer and on paper | Art and Design | |
| 1 | 5 | Creating media – Digital writing | 1 | To use a computer to write | English – writing | |
| 1 | 5 | Creating media – Digital writing | 2 | To add and remove text on a computer | English – writing | |
| 1 | 5 | Creating media – Digital writing | 3 | To identify that the look of text can be changed on a computer | English – writing | |
| 1 | 5 | Creating media – Digital writing | 4 | To make careful choices when changing text | English – writing | |
| 1 | 5 | Creating media – Digital writing | 5 | To explain why I used the tools that I chose | English – writing | |
| 1 | 5 | Creating media – Digital writing | 6 | To compare typing on a computer to writing on paper | English – writing | |
| 1 | 4 | Data and information – Grouping data | 1 | To label objects | | - Copyright and ownership |
| 1 | 4 | Data and information – Grouping data | 2 | To identify that objects can be counted | | - Copyright and ownership |
| 1 | 4 | Data and information – Grouping data | 3 | To describe objects in different ways | | - Copyright and ownership |
| 1 | 4 | Data and information – Grouping data | 4 | To count objects with the same properties | | - Copyright and ownership |
| 1 | 4 | Data and information – Grouping data | 5 | To compare groups of objects | | - Copyright and ownership |

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| 1 | 4 | Data and information – Grouping data | 6 | To answer questions about groups of objects | | - Copyright and ownership |
| 1 | 3 | Programming A – Moving a robot | 1 | To explain what a given command will do | | - Privacy and security |
| 1 | 3 | Programming A – Moving a robot | 2 | To act out a given word | | - Privacy and security |
| 1 | 3 | Programming A – Moving a robot | 3 | To combine forwards and backwards commands to make a sequence | | - Privacy and security |
| 1 | 3 | Programming A – Moving a robot | 4 | To combine four direction commands to make sequences | | - Privacy and security |
| 1 | 3 | Programming A – Moving a robot | 5 | To plan a simple program | | - Privacy and security |
| 1 | 3 | Programming A – Moving a robot | 6 | To find more than one solution to a problem | | - Privacy and security |
| 1 | 6 | Programming B – Introduction to animation | 1 | To choose a command for a given purpose | | |
| 1 | 6 | Programming B – Introduction to animation | 2 | To show that a series of commands can be joined together | | |
| 1 | 6 | Programming B – Introduction to animation | 3 | To identify the effect of changing a value | | |
| 1 | 6 | Programming B – Introduction to animation | 4 | To explain that each sprite has its own instructions | | |
| 1 | 6 | Programming B – Introduction to animation | 5 | To design the parts of a project | | |
| 1 | 6 | Programming B – Introduction to animation | 6 | To use my algorithm to create a program | | |
| 2 | 1 | Computing systems and networks – IT around us | 1 | To recognise the uses and features of information technology | | - Health, well-being and lifestyle |
| 2 | 1 | Computing systems and networks – IT around us | 2 | To identify the uses of information technology in the school | | - Health, well-being and lifestyle |
| 2 | 1 | Computing systems and networks – IT around us | 3 | To identify information technology beyond school | | - Health, well-being and lifestyle |
| 2 | 1 | Computing systems and networks – IT around us | 4 | To explain how information technology helps us | | - Health, well-being and lifestyle |
| 2 | 1 | Computing systems and networks – IT around us | 5 | To explain how to use information technology safely | | - Health, well-being and lifestyle |
| 2 | 1 | Computing systems and networks – IT around us | 6 | To recognise that choices are made when using information technology | | - Health, well-being and lifestyle |
| 2 | 2 | Creating media – Digital photography | 1 | To use a digital device to take a photograph | Art and design | - Self-image and identity |
| 2 | 2 | Creating media – Digital photography | 2 | To make choices when taking a photograph | Art and design | - Self-image and identity |
| 2 | 2 | Creating media – Digital photography | 3 | To describe what makes a good photograph | Art and design | - Self-image and identity |
| 2 | 2 | Creating media – Digital photography | 4 | To decide how photographs can be improved | Art and design | - Self-image and identity |
| 2 | 2 | Creating media – Digital photography | 5 | To use tools to change an image | Art and design | - Self-image and identity |
| 2 | 2 | Creating media – Digital photography | 6 | To recognise that photos can be changed | Art and design | - Self-image and identity |

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| 2 | 5 | Creating media – Making music | 1 | To say how music can make us feel | Music | |
| 2 | 5 | Creating media – Making music | 2 | To identify that there are patterns in music | Music | |
| 2 | 5 | Creating media – Making music | 3 | To show how music is made from a series of notes | Music | |
| 2 | 5 | Creating media – Making music | 4 | To show how music is made from a series of notes | Music | |
| 2 | 5 | Creating media – Making music | 5 | To create music for a purpose | Music | |
| 2 | 5 | Creating media – Making music | 6 | To review and refine our computer work | Music | |
| 2 | 4 | Data and information – Pictograms | 1 | To recognise that we can count and compare objects using tally charts | Maths | - Privacy and security |
| 2 | 4 | Data and information – Pictograms | 2 | To recognise that objects can be represented as pictures | Maths | - Privacy and security |
| 2 | 4 | Data and information – Pictograms | 3 | To create a pictogram | Maths | - Privacy and security |
| 2 | 4 | Data and information – Pictograms | 4 | To select objects by attribute and make comparisons | Maths | - Privacy and security |
| 2 | 4 | Data and information – Pictograms | 5 | To recognise that people can be described by attributes | Maths | - Privacy and security |
| 2 | 4 | Data and information – Pictograms | 6 | To explain that we can present information using a computer | Maths | - Privacy and security |
| 2 | 3 | Programming A – Robot algorithms | 1 | To describe a series of instructions as a sequence | | - Copyright and ownership |
| 2 | 3 | Programming A – Robot algorithms | 2 | To explain what happens when we change the order of instructions | | - Copyright and ownership |
| 2 | 3 | Programming A – Robot algorithms | 3 | To use logical reasoning to predict the outcome of a program (series of commands) | | - Copyright and ownership |
| 2 | 3 | Programming A – Robot algorithms | 4 | To explain that programming projects can have code and artwork | | - Copyright and ownership |
| 2 | 3 | Programming A – Robot algorithms | 5 | To design an algorithm | | - Copyright and ownership |
| 2 | 3 | Programming A – Robot algorithms | 6 | To create and debug a program that I have written | | - Copyright and ownership |
| 2 | 6 | Programming B – An introduction to quizzes | 1 | To explain that a sequence of commands has a start | | |
| 2 | 6 | Programming B – An introduction to quizzes | 2 | To explain that a sequence of commands has an outcome | | |
| 2 | 6 | Programming B – An introduction to quizzes | 3 | To create a program using a given design | | |
| 2 | 6 | Programming B – An introduction to quizzes | 4 | To change a given design | | |
| 2 | 6 | Programming B – An introduction to quizzes | 5 | To create a program using my own design | | |

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| 2 | 6 | Programming B – An introduction to quizzes | 6 | To decide how my project can be improved | | |
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