EYFS

EYFS	Computing systems and networks – Technology around us (Year 1 Teach Computing Lesson 1)	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
EYFS	Computing systems and networks – Technology around us (Year 1 Teach Computing Lesson 2)	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
EYFS	Computing systems and networks – Technology around us (Year 1 Teach Computing Lesson 3)	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
EYFS	Computing systems and networks – Technology around us (Year 1 Teach Computing Lesson 4)	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
EYFS	Computing systems and networks – Technology around us (Year 1 Teach Computing Lesson 5)	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
EYFS	Computing systems and networks – Technology around us (Year 1 Teach Computing Lesson 6)	6	To create rules for using technology responsibly	- I can discuss how we benefit from these rules - 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
EYFS	Creating media – Digital photography (Year 2 Teach Computing planning Lesson 1)	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 - I can talk about how to take a photograph

EYFS	Creating media – Digital photography (Year 2 Teach Computing planning Lesson 2)	2	To make choices when taking a photograph	- I can explain the process of taking a good photograph - I can explain why a photo looks better in portrait or landscape format - I can take photos in both landscape and portrait format
EYFS	Creating media – Digital photography (Year 2 Teach Computing planning Lesson 3)	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
EYFS	Programming – Bee Bot	1	To direct a Bee Bot	-I can direct a Bee Bot to a (final destination)
EYFS	Programming – Bee Bot	2	To program a Bee Bot	-I can program a Bee Bot, one instruction at a time, using the arrow buttons
EYFS	Programming – Bee Bot	3	To create step by step instructions	-I can create step by step instructions using pictures
EYFS	Programming – Bee Bot	4	To follow step by step instructions	-I can follow step by step instructions
EYFS	Online Safety – Digiduck's Famous Friend https://www.childnet.com/resources/digiduck-stories/digiducks-famous-friend/	1	To understand what is real online	- I can identify rules to keep us safe when we are using technology in and beyond the home - I can say how rules can help keep me safe - I know who to talk to if something online makes me unhappy
EYFS	Online Safety – Digiduck and the Magic Castle https://www.childnet.com/resources/digiduck-stories/digiduck-and-the-magic-castle/	1	To keep personal information safe	- I can identify rules to keep us safe when we are using technology in and beyond the home - I can say how rules can help keep me safe - I know who to talk to if something online makes me unhappy

KS1 Digital Literacy and Creative, and Programming

Year 1	Creating media – Digital writing (Year 1 Teach Computing planning Lesson 1)	1	To use a computer to write	- I can identify and find keys on a keyboard - I can open a word processor - I can recognise keys on a keyboard
Year 1	Creating media – Digital writing (Year 1 Teach Computing planning Lesson 2)	2	To add and remove text on a computer	- I can enter text into a computer - I can use backspace to remove text - I can use letter, number, and space keys
Year 1	Creating media – Digital writing (Year 1 Teach Computing planning Lesson 3)	3	To identify that the look of text can be changed on a computer	- I can explain what the keys that I have learnt about already do - I can identify the toolbar and use bold, italic, and underline - I can type capital letters
Year 1	Creating media – Digital writing (Year 1 Teach Computing planning Lesson 4)	4	To make careful choices when changing text	- I can change the font - I can select all of the text by clicking and dragging - I can select a word by double-clicking
Year 1	Creating media – Digital writing (Year 1 Teach Computing planning Lesson 5)	5	To explain why I used the tools that I chose	- I can decide if my changes have improved my writing - I can say what tool I used to change the text - I can use 'undo' to remove changes
Year 1	Creating media – Digital writing (Year 1 Teach Computing planning Lesson 6)	6	To compare typing on a computer to writing on paper	- I can explain the differences between typing and writing - I can make changes to text on a computer - I can say why I prefer typing or writing
Year 1	Creating media – Digital painting (Year 1 Teach Computing planning Lesson 1)	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
Year 1	Creating media – Digital painting (Year 1 Teach Computing planning Lesson 2)	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

Year 1	Creating media – Digital painting (Year 1 Teach Computing planning Lesson 3)	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
Year 1	Creating media – Digital painting (Year 1 Teach Computing planning Lesson 4)	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
Year 1	Creating media – Digital painting (Year 1 Teach Computing planning Lesson 5)	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
Year 1	Creating media – Digital painting (Year 1 Teach Computing planning Lesson 6)	6	To compare painting a picture on a computer and on paper	- I can explain that pictures can be made in lots of 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
Year 1	Creating media – Digital photography (Year 2 Teach Computing planning Lesson 4)	1	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
Year 1	Creating media – Digital photography (Year 2 Teach Computing planning Lesson 5)	2	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
Year 1	Creating media – Digital photography (Year 2 Teach Computing planning Lesson 6)	3	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
Year 1	Programming A – Moving a robot (Year 1 Teach Computing planning Lesson 1)	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
Year 1	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

	(Year 1 Teach Computing planning Lesson 2)			
Year 1	Programming A – Moving a robot (Year 1 Teach Computing planning Lesson 3)	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 forwards and backwards commands - I can start a sequence from the same place
Year 1	Programming A – Moving a robot (Year 1 Teach Computing planning Lesson 4)	4	To combine four direction commands to make sequences	- 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
Year 1	Programming A – Moving a robot (Year 1 Teach Computing planning Lesson 5)	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
Year 1	Programming A – Moving a robot (Year 1 Teach Computing planning Lesson 6)	6	To find more than one solution to a problem	- I can identify several possible solutions - I can plan two programs - I can use two different programs to get to the same place
Year 1	Programming B – Programming animations (Year 1 Teach Computing planning Lesson 1)	1	To choose a command for a given purpose	- I can compare different programming tools - I can find which commands to move a sprite - I can use commands to move a sprite
Year 1	Programming B – Programming animations (Year 1 Teach Computing planning Lesson 2)	2	To show that a series of commands can be joined together	- I can run my program - I can use a Start block in a program - I can use more than one block by joining them together
Year 1	Programming B – Programming animations (Year 1 Teach Computing planning Lesson 3)	3	To identify the effect of changing a value	- I can change the value - I can find blocks that have numbers - I can say what happens when I change a value
Year 1	Programming B – Programming animations (Year 1 Teach Computing planning Lesson 4)	4	To explain that each sprite has its own instructions	- I can add blocks to each of my sprites - I can delete a sprite - I can show that a project can include more than one sprite

Year 1	Programming B – Programming animations (Year 1 Teach Computing planning Lesson 5)	5	To design the parts of a project	- I can choose appropriate artwork for my project - I can create an algorithm for each sprite - I can decide how each sprite will move
Year 1	Programming B – Programming animations (Year 1 Teach Computing planning Lesson 6)	6	To use my algorithm to create a program	- I can add programming blocks based on my algorithm - I can test the programs I have created - I can use sprites that match my design
Year 2	Creating media – Digital writing	1	Microsoft Word	- To recap what I have learnt in Year 1 (Digital Writing planning) and to add on to my repertoire using Microsoft Word
Year 2	Creating media – Digital presentations	1	Microsoft PowerPoint	- To begin to understand the use of Microsoft PowerPoint and use some of its features
Year 2	Creating media – Digital music (Year 2 Teach Computing planning Lesson 1)	1	To say how music can make us feel	- I can identify simple differences in pieces of music - I can describe music using adjectives - I can say what I do and don't like about a piece of music
Year 2	Creating media – Digital music (Year 2 Teach Computing planning Lesson 2)	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
Year 2	Creating media – Digital music (Year 2 Teach Computing planning Lesson 3)	3	To experiment with sound using a computer	- I can connect images with sounds - I can use a computer to experiment with pitch - I can relate an idea to a piece of music
Year 2	Creating media – Digital music (Year 2 Teach Computing planning Lesson 4)	4	To use a computer to create a musical pattern	- I can identify that music is a sequence of notes - I can refine my musical pattern on a computer - I can explain how my music can be played in different ways
Year 2	Creating media – Digital music (Year 2 Teach Computing planning Lesson 5)	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 - I can add a sequence of notes to my rhythm

Year 2	Creating media – Digital music (Year 2 Teach Computing planning Lesson 6)	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
Year 2	Programming A – Robot algorithms (Year 2 Teach Computing planning Lesson 1)	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
Year 2	Programming A – Robot algorithms (Year 2 Teach Computing planning Lesson 2)	2	To explain what happens when we change the order of instructions	- I can use the same instructions to create different algorithms - 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
Year 2	Programming A – Robot algorithms (Year 2 Teach Computing planning Lesson 3)	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
Year 2	Programming A – Robot algorithms (Year 2 Teach Computing planning Lesson 4)	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
Year 2	Programming A – Robot algorithms (Year 2 Teach Computing planning Lesson 5)	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
Year 2	Programming A – Robot algorithms (Year 2 Teach Computing planning Lesson 6)	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
Year 2	Programming B – Programming quizzes (Year 2 Teach Computing planning Lesson 1)	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
Year 2	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

	(Year 2 Teach Computing planning Lesson 2)			
Year 2	Programming B – Programming quizzes (Year 2 Teach Computing planning Lesson 3)	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
Year 2	Programming B – Programming quizzes (Year 2 Teach Computing planning Lesson 4)	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
Year 2	Programming B – Programming quizzes (Year 2 Teach Computing planning Lesson 5)	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
Year 2	Programming B – Programming quizzes (Year 2 Teach Computing planning Lesson 6)	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

KS1 Online Safety

Year 1	Detective Digiduck https://www.childnet.com/resources/digiduck-stories/detective-digiduck/	1		- I can identify rules to keep us safe and healthy when we are using technology in and beyond the home - I can say how rules can help keep me safe
Year 1	Digiduck's Big Decision https://www.childnet.com/resources/digiduck-stories/digiducks-big-decision/	2		- I can identify rules to keep us safe and healthy when we are using technology in and beyond the home - I can say how rules can help keep me safe
Year 1	Digiduck Saves the Day https://www.childnet.com/resources/digiduck-stories/digiduck-saves-the-day/	3		- I can identify rules to keep us safe and healthy when we are using technology in and beyond the home - I can say how rules can help keep me safe
Year 2	Twinkl Online Safety – Digital Footprints (Lesson Pack 1) and	1	To know how to stay safe online	-I can explain what 'digital footprint' means -I can explain how people might use the information I put online -I can explain how a digital footprint contains information about a person
Year 2	Being Kind Online (Lesson Pack 5)	2	To know how to be a good citizen	- I can identify unkind online behaviour

				- I know what to do if I think someone is being unkind to me online
Year 2	Twinkl Online Safety – Keywords (Lesson Pack 2)	3	To search for specific images and pick the most appropriate	- I can identify which keywords will give me good results. - I can use a website to search for information.

KS2 Digital Literacy and Creative, Programming

Year 3	Creating media – Desktop publishing (Year 3 Teach Computing planning Lesson 1)	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
Year 3	Creating media – Desktop publishing (Year 3 Teach Computing planning Lesson 2)	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
Year 3	Creating media – Desktop publishing (Year 3 Teach Computing planning Lesson 3)	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
Year 3	Creating media – Desktop publishing (Year 3 Teach Computing planning Lesson 4)	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
Year 3	Creating media – Desktop publishing (Year 3 Teach Computing planning Lesson 5)	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
Year 3	Creating media – Desktop publishing (Year 3 Teach Computing planning Lesson 6)	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
Year 3	Creating media – Stop-frame animation (Year 3 Teach Computing planning Lesson 1)	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
Year 3	Creating media – Stop-frame animation (Year 3 Teach Computing planning Lesson 2)	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

Year 3	Creating media – Stop-frame animation (Year 3 Teach Computing planning Lesson 3)	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
Year 3	Creating media – Stop-frame animation (Year 3 Teach Computing planning Lesson 4)	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
Year 3	Creating media – Stop-frame animation (Year 3 Teach Computing planning Lesson 5)	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
Year 3	Creating media – Stop-frame animation (Year 3 Teach Computing planning Lesson 6)	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
Year 3	Creating media – Video Production (Year 5 Teach Computing planning Lesson 1)	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
Year 3	Creating media – Video Production (Year 5 Teach Computing planning Lesson 2)	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
Year 3	Programming A – Sequencing sounds (Year 3 Teach Computing planning Lesson 1)	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
Year 3	Programming A – Sequencing sounds (Year 3 Teach Computing planning Lesson 2)	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
Year 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

	(Year 3 Teach Computing planning Lesson 3)			
Year 3	Programming A – Sequencing sounds (Year 3 Teach Computing planning Lesson 4)	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
Year 3	Programming A – Sequencing sounds (Year 3 Teach Computing planning Lesson 5)	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
Year 3	Programming A – Sequencing sounds (Year 3 Teach Computing planning Lesson 6)	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
Year 3	Programming B – Events and actions in programs (Year 3 Teach Computing planning Lesson 1)	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
Year 3	Programming B – Events and actions in programs (Year 3 Teach Computing planning Lesson 2)	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
Year 3	Programming B – Events and actions in programs (Year 3 Teach Computing planning Lesson 3)	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
Year 3	Programming B – Events and actions in programs (Year 3 Teach Computing planning Lesson 4)	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)
Year 3	Programming B – Events and actions in programs (Year 3 Teach Computing planning Lesson 5)	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

Year 3	Programming B – Events and actions in programs (Year 3 Teach Computing planning Lesson 6)	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
Year 4	Creating media – Audio production (Year 4 Teach Computing planning Lesson 1)	1	To identify that sound can be digitally recorded	- I can identify digital devices that can record sound and play it back - I can identify the inputs and outputs required to play audio or record sound - I can recognise the range of sounds that can be recorded
Year 4	Creating media – Audio production (Year 4 Teach Computing planning Lesson 2)	2	To use a digital device to record sound	- I can discuss what other people include when recording sound for a podcast - I can suggest how to improve my recording - I can use a device to record audio and play back sound
Year 4	Creating media – Audio production (Year 4 Teach Computing planning Lesson 3)	3	To explain that a digital recording is stored as a file	- I can discuss why it is useful to be able to save digital recordings - I can plan and write the content for a podcast - I can save a digital recording as a file
Year 4	Creating media – Audio production (Year 4 Teach Computing planning Lesson 4)	4	To explain that audio can be changed through editing	- I can discuss ways in which audio recordings can be altered - I can edit sections of of an audio recording - I can open a digital recording from a file
Year 4	Creating media – Audio production (Year 4 Teach Computing planning Lesson 5)	5	To show that different types of audio can be combined and played together	- I can choose suitable sounds to include in a podcast - I can discuss sounds that other people combine - I can use editing tools to arrange sections of audio
Year 4	Creating media – Audio production (Year 4 Teach Computing planning Lesson 6)	6	To evaluate editing choices made	- I can discuss the features of a digital recording I like - I can explain that digital recordings need to be exported to share them - I can suggest improvements to a digital recording
Year 4	Creating media – Video Production (Year 5 Teach Computing planning Lesson 3)	1	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
Year 4	Creating media – Video Production	2	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

	(Year 5 Teach Computing planning Lesson 4)			
Year 4	Creating media – Video Production (Year 5 Teach Computing planning Lesson 5)	3	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
Year 4	Creating media – Video Production (Year 5 Teach Computing planning Lesson 6)	4	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 impact on the quality of the final outcome
Year 4	Creating media – presentations		Advanced PowerPoint	- To recap the use of Microsoft PowerPoint and use some of its features from Year 2 - To understand and use more features of PowerPoint
Year 5	Creating media – Introduction to vector graphics (Year 5 Teach Computing planning Lesson 1)	1	To identify that drawing tools can be used to produce different outcomes	- I can discuss how a vector drawing is different from paper-based drawings - I can identify the main drawing tools - I can recognise that vector drawings are made using shapes
Year 5	Creating media – Introduction to vector graphics (Year 5 Teach Computing planning Lesson 2)	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
Year 5	Creating media – Introduction to vector graphics (Year 5 Teach Computing planning Lesson 3)	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 different effects - I can use the zoom tool to help me add detail to my drawings
Year 5	Creating media – Introduction to vector graphics (Year 5 Teach Computing planning Lesson 4)	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
Year 5	Creating media – Introduction to vector graphics (Year 5 Teach Computing planning Lesson 5)	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
Year 5	Creating media – Introduction to vector graphics	6	To apply what I have learned about vector 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

	(Year 5 Teach Computing planning Lesson 6)			- I can compare vector drawings to freehand paint drawings
Year 5	Data and information – Introduction to Spreadsheets (Year 6 Teach Computing planning Lesson 1)	1	To create a data set in spreadsheet	- I can collect data -I can suggest how to structure my data - I can enter data into a spreadsheet
Year 5	Data and information – Introduction to Spreadsheets (Year 6 Teach Computing planning Lesson 2)	2	To build a data set in a spreadsheet	- I can explain what an item of data is - I can choose an appropriate format for a cell - I can apply an appropriate format to a cell
Year 5	Data and information – Introduction to Spreadsheets (Year 6 Teach Computing planning Lesson 3)	3	To explain that formulas can be used to produce calculated data	- I can construct a formula in a spreadsheet - I can explain data types can be used in calculations - I can identify that changing inputs changes outputs
Year 5	Data and information – Introduction to Spreadsheets (Year 6 Teach Computing planning Lesson 4)	4	To apply formulas to data	- I can apply a formula to multiple cells by duplicating it - I can create a formula which includes a range of cells - I can calculate data using different operations
Year 5	Data and information – Introduction to Spreadsheets (Year 6 Teach Computing planning Lesson 5)	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
Year 5	Data and information – Introduction to Spreadsheets (Year 6 Teach Computing planning Lesson 6)	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
Year 6	Creating media – Web page creation (Year 6 Teach Computing planning Lesson 1)	1	To review an existing website and consider its structure	- I can explore a website - I can discuss the different types of media used on websites - I know that websites are written in HTML
Year 6	Creating media – Web page creation (Year 6 Teach Computing planning Lesson 2)	2	To plan the features of a web page	- I can recognise the common features of a web page - I can suggest media to include on my page - I can draw a web page layout that suits my purpose

Year 6	Creating media – Web page creation (Year 6 Teach Computing planning Lesson 3)	3	To consider the ownership and use of images (copyright)	- I can say why I should use copyright-free images - I can find copyright-free images - I can describe what is meant by the term 'fair use'
Year 6	Creating media – Web page creation (Year 6 Teach Computing planning Lesson 4)	4	To recognise the need to review pages	- I can add content to my own web page - I can preview what my web page looks like - I can evaluate what my web page looks like on different devices and suggest/make edits
Year 6	Creating media – Web page creation (Year 6 Teach Computing planning Lesson 5)	5	To outline the need for a navigation path	- I can explain what a navigation path is - I can describe why navigation paths are so useful - I can make multiple web pages and link them using hyperlinks
Year 6	Creating media – Web page creation (Year 6 Teach Computing planning Lesson 6)	6	To recognise the implications of linking to content owned by other people	- I can explain the implication of linking to content owned by others - I can create hyperlinks to link to other people's work - I can evaluate the user experience of a website
Year 6	Computing systems and networks – The Internet (Year 4 Teach Computing planning Lesson 1)	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
Year 6	Computing systems and networks – The Internet (Year 4 Teach Computing planning Lesson 2)	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
Year 6	Computing systems and networks – The Internet (Year 4 Teach Computing planning Lesson 3)	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
Year 6	Computing systems and networks – The Internet (Year 4 Teach Computing planning Lesson 4)	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

Year 6	Computing systems and networks – The Internet (Year 4 Teach Computing planning Lesson 5)	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
Year 6	Computing systems and networks – The Internet (Year 4 Teach Computing planning Lesson 6)	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
Year 6	Programming A – Variables in games (Year 6 Teach Computing planning Lesson 1)	1	To define a 'variable' as something that is changeable	- I can explain that the way that 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
Year 6	Programming A – Variables in games (Year 6 Teach Computing planning Lesson 2)	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
Year 6	Programming A – Variables in games (Year 6 Teach Computing planning Lesson 3)	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
Year 6	Programming A – Variables in games (Year 6 Teach Computing planning Lesson 4)	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
Year 6	Programming A – Variables in games (Year 6 Teach Computing planning Lesson 5)	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
Year 6	Programming A – Variables in games (Year 6 Teach Computing planning Lesson 6)	6	To evaluate my project	- I can extend my game further using more variables - I can identify ways that my game could be improved - I can share my game with others
Year 6	Programming B – Sensing (Year 6 Teach Computing planning Lesson 1)	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

Year 6	Programming B – Sensing (Year 6 Teach Computing planning Lesson 2)	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
Year 6	Programming B – Sensing (Year 6 Teach Computing planning Lesson 3)	3	To update a variable with a user input	- I can experiment with different physical inputs - I can explain that if you read a variable, the value remains - I can use a condition to change a variable
Year 6	Programming B – Sensing (Year 6 Teach Computing planning Lesson 4)	4	To use an 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
Year 6	Programming B – Sensing (Year 6 Teach Computing planning Lesson 5)	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
Year 6	Programming B – Sensing (Year 6 Teach Computing planning Lesson 6)	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

Year 4	Programming A – Repetition in shapes (Year 4 Teach Computing planning Lesson 1)	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
Year 4	Programming A – Repetition in shapes (Year 4 Teach Computing planning Lesson 2)	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
Year 4	Programming A – Repetition in shapes (Year 4 Teach Computing planning Lesson 3)	3	To explain what 'repeat' means	- I can identify everyday tasks that include repetition as part of a sequence, e.g. brushing teeth, dance moves - I can identify patterns in a sequence - I can use a count-controlled loop to produce a given outcome
Year 4	Programming A – Repetition in shapes (Year 4 Teach Computing planning Lesson 4)	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
Year 4	Programming A – Repetition in shapes (Year 4 Teach Computing planning Lesson 5)	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
Year 4	Programming A – Repetition in shapes (Year 4 Teach Computing planning Lesson 6)	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
Year 4	Programming B – Repetition in games Programming A – Repetition in shapes (Year 4 Teach Computing planning Lesson 1)	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
Year 4	Programming B – Repetition in games Programming A – Repetition in shapes (Year 4 Teach Computing planning Lesson 2)	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

Year 4	Programming B – Repetition in games Programming A – Repetition in shapes (Year 4 Teach Computing planning Lesson 3)	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
Year 4	Programming B – Repetition in games Programming A – Repetition in shapes (Year 4 Teach Computing planning Lesson 4)	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
Year 4	Programming B – Repetition in games Programming A – Repetition in shapes (Year 4 Teach Computing planning Lesson 5)	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
Year 4	Programming B – Repetition in games Programming A – Repetition in shapes (Year 4 Teach Computing planning Lesson 6)	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
Year 5	Programming A – A Selection is Physical Computing (Year 5 Teach Computing planning Lesson 1)	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
Year 5	Programming A – A Selection is Physical Computing (Year 5 Teach Computing planning Lesson 2)	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
Year 5	Programming A – A Selection is Physical Computing (Year 5 Teach Computing planning Lesson 3)	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 - I can program a microcontroller to respond to an input

Year 5	Programming A – A Selection is Physical Computing (Year 5 Teach Computing planning Lesson 4)	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
Year 5	Programming A – A Selection is Physical Computing (Year 5 Teach Computing planning Lesson 5)	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
Year 5	Programming A – A Selection is Physical Computing (Year 5 Teach Computing planning Lesson 6)	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
Year 5	Programming B – Selection in quizzes (Year 5 Teach Computing planning Lesson 1)	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
Year 5	Programming B – Selection in quizzes (Year 5 Teach Computing planning Lesson 2)	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
Year 5	Programming B – Selection in quizzes (Year 5 Teach Computing planning Lesson 3)	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
Year 5	Programming B – Selection in quizzes (Year 5 Teach Computing planning Lesson 4)	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
Year 5	Programming B – Selection in quizzes (Year 5 Teach Computing planning Lesson 5)	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
Year 5	Programming B – Selection in quizzes (Year 5 Teach Computing planning Lesson 6)	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

KS2 Online Safety

Year 3	1	To understand the online world	
Year 3	2	To know how to be able to a safe and responsible digital citizen	
Year 4	1	To safely communicate online	
Year 4	2	To know how to be a responsible citizen	
Year 4	3	To understand online protection and responsibility (who to report to and how – CEOP)	
Year 5	1	To understand how online personal spaces work (e.g. social media)	
Year 5	2	To send and respond to messages via a range of apps	
Year 6	1	To know the main ways that I can keep myself safe online and know how to help others do so too	
Year 6	2	To understand my responsibilities when online and that my digital footprint can remain forever	