| Year Group | Suggested Order | Unit Name | Lesson | Learning Objectives | Success Criteria | National Curriculum Links | | | | | | | Teach Computing Taxonomy | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | AL | CM | CS | DD | DI | ET | IT | NW | PG | SS |
| 3 | 1 | Computing systems and networks – Connecting computers | 1 | -To explain how digital devices function | -I can explain that digital devices accept inputs<br>- I can explain that digital devices produce outputs<br>- I can follow a process | | ■ | | ■ | | ■ | | | | ■ | | | | | | | |
| 3 | 1 | Computing systems and networks – Connecting computers | 2 | -To identify input and output devices | -I can classify input and output devices<br>- I can describe a simple process<br>- I can design a digital device | | ■ | | ■ | | ■ | | | | ■ | | | | | | | |
| 3 | 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<br>- I can recognise similarities between using digital devices and non-digital tools<br>- I can suggest differences between using digital devices and non-digital tools | | ■ | | ■ | | ■ | | | | ■ | | | | ■ | | | |
| 3 | 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<br>- I can explain how messages are passed through multiple connections<br>- I can recognise different connections | | ■ | | ■ | | ■ | | | | ■ | | | | | ■ | | |
| 3 | 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<br>- I can explain the role of a switch, server, and wireless access point in a network<br>- I can recognise that a computer network is made up of a number of devices | | ■ | | ■ | | ■ | | | | ■ | | | | | ■ | | |
| 3 | 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<br>- I can identify networked devices around me<br>- I can identify the benefits of computer networks | | ■ | | ■ | | ■ | | | | ■ | | | | | ■ | | |
| 3 | 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<br>- I can draw a sequence of pictures<br>- I can explain how an animation/flip book works | | | | | | ■ | ■ | | ■ | | | | ■ | | | | |
| 3 | 2 | Creating media - Stop-frame animation | 2 | -To relate animated movement with a sequence of images | -I can create an effective stop-frame animation<br>- I can explain why little changes are needed for each frame<br>- I can predict what an animation will look like | | | | | | ■ | ■ | | ■ | | | | ■ | | | | |
| 3 | 2 | Creating media - Stop-frame animation | 3 | -To plan an animation | -I can break down a story into settings, characters and events<br>- I can create a storyboard<br>- I can describe an animation that is achievable on screen | | | | | | ■ | ■ | | ■ | | ■ | | | | | | |
| 3 | 2 | Creating media - Stop-frame animation | 4 | -To identify the need to work consistently and carefully | -I can evaluate the quality of my animation<br>- I can review a sequence of frames to check my work<br>- I can use onion skinning to help me make small changes between frames | | | | | | ■ | ■ | | ■ | | ■ | | ■ | | | | |
| 3 | 2 | Creating media - Stop-frame animation | 5 | -To review and improve an animation | -I can evaluate another learner's animation<br>- I can explain ways to make my animation better<br>- I can improve my animation based on feedback | | | | | | ■ | ■ | | ■ | | ■ | | ■ | | | | |
| 3 | 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<br>- I can evaluate my final film<br>- I can explain why I added other media to my animation | | | | | | ■ | ■ | | ■ | | ■ | | ■ | | | | |
| 3 | 3 | Programming A - Sequencing sounds | 1 | -To explore a new programming environment | -I can explain that objects in Scratch have attributes (linked to)<br>- I can identify the objects in a Scratch project (sprites, backdrops)<br>- I can recognise that commands in Scratch are represented as blocks | ■ | ■ | ■ | | | ■ | | | | | | | ■ | | | ■ | |
| 3 | 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<br>- I can create a program following a design<br>- I can identify that each sprite is controlled by the commands I choose | ■ | ■ | ■ | | | ■ | | | | | | | | | | ■ | |
| 3 | 3 | Programming A - Sequencing sounds | 3 | -To explain that a program has a start | -I can create a sequence of connected commands<br>- I can explain that the objects in my project will respond exactly to the code<br>- I can start a program in different ways | ■ | ■ | ■ | | | ■ | | | | | | | | | | ■ | |
| 3 | 3 | Programming A - Sequencing sounds | 4 | -To recognise that a sequence of commands can have an order | -I can combine sound commands<br>- I can explain what a sequence is<br>- I can order notes into a sequence | ■ | ■ | ■ | | | ■ | | | | | | | | | | ■ | |

| Year Group | Suggested Order | Unit Name | Lesson | Learning Objectives | Success Criteria | National Curriculum Links | | | | | | | Teach Computing Taxonomy | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | AL | CM | CS | DD | DI | ET | IT | NW | PG | SS |
| 3 | 3 | Programming A - Sequencing sounds | 5 | -To change the appearance of my project | -I can build a sequence of commands<br>- I can decide the actions for each sprite in a program<br>- I can make design choices for my artwork | | | | | | | | | | | | | | | | | |
| 3 | 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<br>- I can implement my algorithm as code<br>- I can relate a task description to a design | | | | | | | | | | | | | | | | | |
| 3 | 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<br>- I can investigate questions with yes/no answers<br>- I can make up a yes/no question about a collection of objects | | | | | | | | | | | | | | | | | |
| 3 | 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<br>- I can create a group of objects within an existing group<br>- I can select an attribute to separate objects into groups | | | | | | | | | | | | | | | | | |
| 3 | 4 | Data and information – Branching databases | 3 | -To create a branching database | -I can group objects using my own yes/no questions<br>- I can select objects to arrange in a branching database<br>- I can test my branching database to see if it works | | | | | | | | | | | | | | | | | |
| 3 | 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<br>- I can create yes/no questions using given attributes<br>- I can explain that questions need to be ordered carefully to split objects into similarly sized groups | | | | | | | | | | | | | | | | | |
| 3 | 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<br>- I can create questions that will enable objects to be uniquely identified<br>- I can independently create questions to use in a branching database | | | | | | | | | | | | | | | | | |
| 3 | 4 | Data and information – Branching databases | 6 | -To independently create an identification tool | -I can create a branching database that reflects my plan<br>- I can suggest real-world uses for branching databases<br>- I can work with a partner to test my identification tool | | | | | | | | | | | | | | | | | |
| 3 | 5 | Creating media – Desktop publishing | 1 | -To recognise how text and images convey information | -I can explain the difference between text and images<br>- I can identify the advantages and disadvantages of using text and images<br>- I can recognise that text and images can communicate messages clearly | | | | | | | | | | | | | | | | | |
| 3 | 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<br>- I can edit text<br>- I can explain that text can be changed to communicate more clearly | | | | | | | | | | | | | | | | | |
| 3 | 5 | Creating media – Desktop publishing | 3 | -To choose appropriate page settings | -I can create a template for a particular purpose<br>- I can define the term 'page orientation'<br>- I can recognise placeholders and say why they are important | | | | | | | | | | | | | | | | | |
| 3 | 5 | Creating media – Desktop publishing | 4 | -To add content to a desktop publishing publication | -I can choose the best locations for my content<br>- I can make changes to content after I've added it<br>- I can paste text and images to create a magazine cover | | | | | | | | | | | | | | | | | |
| 3 | 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<br>- I can identify different layouts<br>- I can match a layout to a purpose | | | | | | | | | | | | | | | | | |
| 3 | 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<br>- I can identify the uses of desktop publishing in the real world<br>- I can say why desktop publishing might be helpful | | | | | | | | | | | | | | | | | |
| 3 | 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<br>- I can explain the relationship between an event and an action<br>- I can identify a way to improve a program | | | | | | | | | | | | | | | | | |
| 3 | 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<br>- I can choose a suitable size for a character in a maze<br>- I can program movement | | | | | | | | | | | | | | | | | |

| Year Group | Suggested Order | Unit Name | Lesson | Learning Objectives | Success Criteria | National Curriculum Links | | | | | | | Teach Computing Taxonomy | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | AL | CM | CS | DD | DI | ET | IT | NW | PG | SS |
| 3 | 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<br>- I can consider the real world when making design choices<br>- I can use a programming extension | ■ | ■ | ■ | | | ■ | | | | | | | | | | ■ | |
| 3 | 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<br>- I can choose suitable keys to turn on additional features<br>- I can identify additional features (from a given set of blocks) | ■ | ■ | ■ | | | ■ | | | | | | | | | | ■ | |
| 3 | 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<br>- I can modify a program using a design<br>- 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<br>- I can implement my design<br>- I can make design choices and justify them | ■ | ■ | ■ | | | ■ | | | | | ■ | | | | | ■ | |
| 4 | 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<br>- I can describe the internet as a network of networks<br>- I can discuss why a network needs protecting | | | | ■ | ■ | ■ | ■ | | | | | | | | ■ | | ■ |
| 4 | 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<br>- I can explain that the internet is used to provide many services<br>- I can recognise that the World Wide Web contains websites and web pages | | | | ■ | ■ | ■ | ■ | | | | | | | | ■ | | |
| 4 | 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<br>- I can describe where websites are stored when uploaded to the WWW<br>- I can explain the types of media that can be shared on the WWW | | | | ■ | ■ | ■ | ■ | | | | | | | | ■ | | |
| 4 | 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<br>- I can explain what media can be found on websites<br>- I can recognise that I can add content to the WWW | | | | ■ | ■ | ■ | ■ | | ■ | | | | | | ■ | | |
| 4 | 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<br>- I can explain that websites and their content are created by people<br>- I can suggest who owns the content on websites | | | | ■ | ■ | ■ | ■ | | | | | | | | ■ | | |
| 4 | 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<br>- I can explain why I need to think carefully before I share or reshare content<br>- I can explain why some information I find online may not be honest, accurate, or legal | | | | ■ | ■ | ■ | ■ | | | | | | | ■ | ■ | | ■ |
| 4 | 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<br>- I can identify the input and output devices used to record and play sound<br>- I can use a computer to record audio | | | | | ■ | ■ | ■ | | | ■ | | ■ | | | | | |
| 4 | 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<br>- I can inspect the soundwave view to know where to trim my recording<br>- I can re-record my voice to improve my recording | | | | | ■ | ■ | ■ | | ■ | ■ | ■ | | ■ | | | | |
| 4 | 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<br>- I can plan appropriate content for a podcast<br>- I can save my project so the different parts remain editable | | | | | ■ | ■ | ■ | | ■ | | ■ | ■ | ■ | | | | |
| 4 | 2 | Creating media - Audio production | 4 | -To apply audio editing skills independently | -I can improve my voice recordings<br>- I can record content following my plan<br>- I can review the quality of my recordings | | | | | ■ | ■ | ■ | | ■ | | | | ■ | | | | |
| 4 | 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<br>- I can explain the difference between saving a project and exporting an audio file<br>- I can open my project to continue working on it | | | | | ■ | ■ | ■ | | ■ | | | | ■ | | | | |
| 4 | 2 | Creating media - Audio production | 6 | -To evaluate the effective use of audio | -I can choose appropriate edits to improve my podcast<br>- I can listen to an audio recording to identify its strengths<br>- I can suggest improvements to an audio recording | | | | | ■ | ■ | ■ | | ■ | | ■ | | | | | | |

| Year Group | Suggested Order | Unit Name | Lesson | Learning Objectives | Success Criteria | National Curriculum Links | | | | | | | Teach Computing Taxonomy | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | AL | CM | CS | DD | DI | ET | IT | NW | PG | SS |
| 4 | 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<br>- I can explain the effect of changing a value of a command<br>- I can program a computer by typing commands | | | | | | | | | | | | | | | | | |
| 4 | 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<br>- I can use a template to create a design for my program<br>- I can write an algorithm to produce a given outcome | | | | | | | | | | | | | | | | | |
| 4 | 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<br>- I can identify patterns in a sequence<br>- I can use a count-controlled loop to produce a given outcome | | | | | | | | | | | | | | | | | |
| 4 | 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<br>- I can identify the effect of changing the number of times a task is repeated<br>- I can predict the outcome of a program containing a count-controlled loop | | | | | | | | | | | | | | | | | |
| 4 | 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<br>- I can identify 'chunks' of actions in the real world<br>- I can use a procedure in a program | | | | | | | | | | | | | | | | | |
| 4 | 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<br>- I can develop my program by debugging it<br>- I can make use of my design to write a program | | | | | | | | | | | | | | | | | |
| 4 | 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<br>- I can identify data that can be gathered over time<br>- I can suggest questions that can be answered using a given data set | | | | | | | | | | | | | | | | | |
| 4 | 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<br>- I can identify that data from sensors can be recorded<br>- I can use data from a sensor to answer a given question | | | | | | | | | | | | | | | | | |
| 4 | 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<br>- I can recognise that a data logger collects data at given points<br>- I can talk about the data that I have captured | | | | | | | | | | | | | | | | | |
| 4 | 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<br>- I can sort data to find information<br>- I can view data at different levels of detail | | | | | | | | | | | | | | | | | |
| 4 | 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<br>- I can propose a question that can be answered using logged data<br>- I can use a data logger to collect data | | | | | | | | | | | | | | | | | |
| 4 | 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<br>- I can explain the benefits of using a data logger<br>- I can interpret data that has been collected using a data logger | | | | | | | | | | | | | | | | | |
| 4 | 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<br>- I can improve an image by rotating it<br>- I can use photo editing software to crop an image | | | | | | | | | | | | | | | | | |
| 4 | 5 | Creating media – Photo editing | 2 | -To explain that colours can be changed in digital images | -I can experiment with different colour effects<br>- I can explain that different colour effects make you think and feel different things<br>- I can explain why I chose certain colour effects | | | | | | | | | | | | | | | | | |
| 4 | 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<br>- I can identify how a photo edit can be improved<br>- I can remove parts of an image using cloning | | | | | | | | | | | | | | | | | |
| 4 | 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<br>- I can explain why photos might be edited<br>- I can use a range of tools to copy between images | | | | | | | | | | | | | | | | | |

| Year Group | Suggested Order | Unit Name | Lesson | Learning Objectives | Success Criteria | National Curriculum Links | | | | | | | Teach Computing Taxonomy | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | AL | CM | CS | DD | DI | ET | IT | NW | PG | SS |
| 4 | 5 | Creating media – Photo editing | 5 | -To combine images for a purpose | -I can choose suitable images for my project<br>- I can create a project that is a combination of other images<br>- I can describe the image I want to create | | | | | | ■ | ■ | | ■ | | | | ■ | | | | ■ |
| 4 | 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<br>- I can review images against a given criteria<br>- I can use feedback to guide making changes | | | | | | ■ | ■ | | ■ | | ■ | | ■ | | | | |
| 4 | 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<br>- I can modify a snippet of code to create a given outcome<br>- I can predict the outcome of a snippet of code | ■ | ■ | ■ | | | | | | | | ■ | | | | | ■ | |
| 4 | 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<br>- I can modify loops to produce a given outcome<br>- I can recognise that some programming languages enable more than one process to be run at once | ■ | ■ | ■ | | | | | ■ | | | | | | | | ■ | |
| 4 | 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<br>- I can evaluate the effectiveness of the repeated sequences used in my program<br>- I can explain what the outcome of the repeated action should be | ■ | ■ | ■ | | | | | | | | ■ | | | | | ■ | |
| 4 | 6 | Programming B – Repetition in games | 4 | -To modify an infinite loop in a given program | -I can explain the effect of my changes<br>- I can identify which parts of a loop can be changed<br>- I can re-use existing code snippets on new sprites | ■ | ■ | ■ | | | | | | | | | | | | | ■ | |
| 4 | 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<br>- I can evaluate the use of repetition in a project<br>- I can select key parts of a given project to use in my own design | ■ | ■ | ■ | | | | | | | | ■ | | | | | ■ | |
| 4 | 6 | Programming B – Repetition in games | 6 | -To create a project that includes repetition | -I can build a program that follows my design<br>- I can evaluate the steps I followed when building my project<br>- I can refine the algorithm in my design | ■ | ■ | ■ | | | | | | | | ■ | | | | | ■ | |
| 5 | 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<br>- I can explain that computer systems communicate with other devices<br>- I can explain that systems are built using a number of parts | ■ | ■ | | ■ | | ■ | | | | ■ | | | | | | | |
| 5 | 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<br>- I can identify tasks that are managed by computer systems<br>- I can identify the human elements of a computer system | ■ | ■ | | ■ | | ■ | | | | ■ | | | | ■ | | | |
| 5 | 1 | Computing systems and networks - Systems and searching | 3 | -To experiment with search engines | -I can compare results from different search engines<br>- I can make use of a web search to find specific information<br>- I can refine my web search | ■ | ■ | | ■ | | ■ | | | | | | | | | ■ | | |
| 5 | 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<br>- I can recognise the role of web crawlers in creating an index<br>- I can relate a search term to the search engine's index | ■ | ■ | | ■ | | ■ | | | | | | | | ■ | ■ | | |
| 5 | 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<br>- I can give examples of criteria used by search engines to rank results<br>- I can order a list by rank | ■ | ■ | | ■ | | ■ | | | | | | | ■ | | ■ | | |
| 5 | 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<br>- I can explain how search engines make money<br>- I can recognise some of the limitations of search engines | ■ | ■ | | ■ | | ■ | | | | | ■ | | ■ | | ■ | | |
| 5 | 2 | Creating media - Video production | 1 | -To explain what makes a video effective | -I can compare features in different videos<br>- I can explain that video is a visual media format<br>- I can identify features of videos | | | | | ■ | ■ | ■ | | ■ | | ■ | | | | | | |
| 5 | 2 | Creating media - Video production | 2 | -To identify digital devices that can record video | -I can experiment with different camera angles<br>- I can identify and find features on a digital video recording device<br>- I can make use of a microphone | | | | | ■ | ■ | ■ | | ■ | ■ | | | | | | | |

| Year Group | Suggested Order | Unit Name | Lesson | Learning Objectives | Success Criteria | National Curriculum Links | | | | | | | Teach Computing Taxonomy | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | AL | CM | CS | DD | DI | ET | IT | NW | PG | SS |
| 5 | 2 | Creating media - Video production | 3 | -To capture video using a range of techniques | -I can capture video using a range of filming techniques<br>- I can review how effective my video is<br>- I can suggest filming techniques for a given purpose | | | | | ■ | ■ | ■ | | ■ | | | | | | | | ■ |
| 5 | 2 | Creating media - Video production | 4 | -To create a storyboard | -I can create and save video content<br>- I can decide which filming techniques I will use<br>- I can outline the scenes of my video | | | | | ■ | ■ | ■ | | ■ | | ■ | | ■ | | | | |
| 5 | 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<br>- I can select the correct tools to make edits to my video<br>- I can store, retrieve, and export my recording to a computer | | | | | ■ | ■ | ■ | | ■ | | | | ■ | | | | |
| 5 | 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<br>- I can make edits to my video and improve the final outcome<br>- I can recognise that my choices when making a video will impact on the quality of the final outcome | | | | | ■ | ■ | ■ | | ■ | | ■ | | ■ | | | | |
| 5 | 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<br>- I can explain what an infinite loop does<br>- I can program a microcontroller to make an LED switch on | ■ | ■ | ■ | | | ■ | | | | ■ | | | | | | ■ | |
| 5 | 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<br>- I can design sequences that use count-controlled loops<br>- I can use a count-controlled loop to control outputs | ■ | ■ | ■ | | | ■ | | | | ■ | | | | | | ■ | |
| 5 | 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<br>- I can explain that a condition is either true or false<br>- I can program a microcontroller to respond to an input | ■ | ■ | ■ | | | ■ | | | | ■ | | | | | | ■ | |
| 5 | 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<br>- I can identify a condition and an action in my project<br>- I can use selection (an 'if…then…' statement) to direct the flow of a program | ■ | ■ | ■ | | | ■ | | | | | | | | | | ■ | |
| 5 | 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<br>- I can describe what my project will do<br>- I can identify a real-world example of a condition starting an action | ■ | ■ | ■ | | | ■ | | | | ■ | ■ | | | | | ■ | |
| 5 | 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<br>- I can use selection to produce an intended outcome<br>- I can write an algorithm that describes what my model will do | ■ | ■ | ■ | | | ■ | | | | ■ | ■ | | | | | ■ | |
| 5 | 4 | Data and information – Flat-file databases | 1 | -To use a form to record information | -I can create a database using cards<br>- I can explain how information can be recorded<br>- I can order, sort, and group my data cards | | | | | ■ | ■ | | | | | | ■ | ■ | | | | |
| 5 | 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<br>- I can explain what a field and a record is in a database<br>- I can navigate a flat-file database to compare different views of information | | | | | ■ | ■ | | | | | ■ | ■ | | | | | |
| 5 | 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<br>- I can explain that data can be grouped using chosen values<br>- I can group information using a database | | | | | ■ | ■ | | | | | | ■ | | | | | |
| 5 | 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<br>- I can choose which field and value are required to answer a given question<br>- I can outline how 'AND' and 'OR' can be used to refine data selection | | | | | ■ | ■ | | | | | | ■ | ■ | | | | |
| 5 | 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<br>- I can refine a chart by selecting a particular filter<br>- I can select an appropriate chart to visually compare data | | | | | ■ | ■ | | | | | | ■ | ■ | | | | |
| 5 | 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<br>- I can present my findings to a group<br>- I can refine a search in a real-world context | | | | | ■ | ■ | | | | | | ■ | ■ | | | | |

| Year Group | Suggested Order | Unit Name | Lesson | Learning Objectives | Success Criteria | National Curriculum Links | | | | | | | Teach Computing Taxonomy | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | AL | CM | CS | DD | DI | ET | IT | NW | PG | SS |
| 5 | 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<br>- I can experiment with the shape and line tools<br>- I can recognise that vector drawings are made using shapes | | | | | | ■ | | | ■ | | | ■ | ■ | | | | |
| 5 | 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<br>- I can identify the shapes used to make a vector drawing<br>- I can move, resize, and rotate objects I have duplicated | | | | | | ■ | | | ■ | | | | ■ | | | | |
| 5 | 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<br>- I can modify objects to create a new image<br>- I can use the zoom tool to help me add detail to my drawings | | | | | | ■ | | | ■ | | | | ■ | | | | |
| 5 | 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<br>- I can identify that each added object creates a new layer in the drawing<br>- I can use layering to create an image | | | | | | ■ | | | ■ | | | | ■ | | | | |
| 5 | 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<br>- I can recognise when I need to group and ungroup objects<br>- I can reuse a group of objects to further develop my vector drawing | | | | | | ■ | | | ■ | | | | ■ | | | | |
| 5 | 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<br>- I can create a vector drawing for a specific purpose<br>- I can reflect on the skills I have used and why I have used them | | | | | | ■ | | | ■ | | ■ | | | | | | |
| 5 | 6 | Programming B – Selection in quizzes | 1 | -To explain how selection is used in computer programs | -I can identify conditions in a program<br>- I can modify a condition in a program<br>- I can recall how conditions are used in selection | ■ | ■ | ■ | | | ■ | | ■ | | | | | | | | ■ | |
| 5 | 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<br>- I can identify the condition and outcomes in an 'if... then… else...' statement<br>- I can use selection in an infinite loop to check a condition | ■ | ■ | ■ | | | ■ | | ■ | | | | | | | | ■ | |
| 5 | 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…'<br>- I can explain that program flow can branch according to a condition<br>- I can show that a condition can direct program flow in one of two ways | ■ | ■ | ■ | | | ■ | | ■ | | | | | | | | ■ | |
| 5 | 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<br>- I can outline a given task<br>- I can use a design format to outline my project | ■ | ■ | ■ | | | ■ | | | | | ■ | | | | | ■ | |
| 5 | 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<br>- I can share my program with others<br>- I can test my program | ■ | ■ | ■ | | | ■ | | | | | ■ | | | | | ■ | |
| 5 | 6 | Programming B – Selection in quizzes | 6 | -To evaluate my program | -I can extend my program further<br>- I can identify the setup code I need in my program<br>- I can identify ways the program could be improved | ■ | ■ | ■ | | | ■ | | | | | ■ | | | | | ■ | |
| 6 | 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<br>- I can explain that internet devices have addresses<br>- I can recognise that data is transferred using agreed methods | | | | ■ | | ■ | ■ | | | | | | ■ | | ■ | | |
| 6 | 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<br>- I can explain that data is transferred over networks in packets<br>- I can identify and explain the main parts of a data packet | | | | ■ | | ■ | ■ | | | | | | ■ | | ■ | | |
| 6 | 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<br>- I can recognise how to access shared files stored online<br>- I can send information over the internet in different ways | | | | ■ | | ■ | ■ | | | | | | ■ | | ■ | | |
| 6 | 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<br>- I can identify different ways of working together online<br>- I can recognise that working together on the internet can be public or private | | | | ■ | | ■ | ■ | | | | | | ■ | ■ | ■ | | |

| Year Group | Suggested Order | Unit Name | Lesson | Learning Objectives | Success Criteria | National Curriculum Links | | | | | | | Teach Computing Taxonomy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | AL | CM | CS | DD | DI | ET | IT | NW | PG | SS |
| 6 | 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<br>- I can explain the different ways in which people communicate<br>- I can identify that there are a variety of ways to communicate over the internet | | | | ■ | | ■ | ■ | | | | | | ■ | | ■ | | |
| 6 | 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<br>- I can decide when I should and should not share information online<br>- I can explain that communication on the internet may not be private | | | | ■ | | ■ | ■ | | | | ■ | | ■ | | ■ | | |
| 6 | 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<br>- I can explore a website<br>- I know that websites are written in HTML | | | | | ■ | ■ | ■ | | ■ | | ■ | | | | ■ | | |
| 6 | 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<br>- I can recognise the common features of a web page<br>- I can suggest media to include on my page | | | | | ■ | ■ | ■ | | ■ | | ■ | | | | | | |
| 6 | 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'<br>- I can find copyright-free images<br>- I can say why I should use copyright-free images | | | | | ■ | ■ | ■ | | ■ | | ■ | | | | | | ■ |
| 6 | 2 | Creating media – Web page creation | 4 | -To recognise the need to preview pages | -I can add content to my own web page<br>- I can evaluate what my web page looks like on different devices and suggest/make edits<br>- I can preview what my web page looks like | | | | | ■ | ■ | ■ | | ■ | | ■ | | ■ | | | | |
| 6 | 2 | Creating media – Web page creation | 5 | -To outline the need for a navigation path | -I can describe why navigation paths are useful<br>- I can explain what a navigation path is<br>- I can make multiple web pages and link them using hyperlinks | | | | | ■ | ■ | ■ | | ■ | | ■ | | ■ | | ■ | | |
| 6 | 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<br>- I can evaluate the user experience of a website<br>- I can explain the implication of linking to content owned by others | | | | | ■ | ■ | ■ | | ■ | | ■ | | ■ | ■ | ■ | | |
| 6 | 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<br>- I can identify examples of information that is variable<br>- I can identify that variables can hold numbers or letters | ■ | ■ | ■ | | | ■ | | | | | | | | | | ■ | |
| 6 | 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<br>- I can identify a program variable as a placeholder in memory for a single value<br>- I can recognise that the value of a variable can be changed | ■ | ■ | ■ | | | ■ | | | | | | | | | | ■ | |
| 6 | 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<br>- I can make use of an event in a program to set a variable<br>- I can recognise that the value of a variable can be used by a program | ■ | ■ | ■ | | | ■ | | | | | ■ | | | | | ■ | |
| 6 | 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<br>- I can create algorithms for my project<br>- I can explain my design choices | ■ | ■ | ■ | | | ■ | | | | | ■ | | | | | ■ | |
| 6 | 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<br>- I can create the artwork for my project<br>- I can test the code that I have written | ■ | ■ | ■ | | | ■ | | | | | ■ | | | | | ■ | |
| 6 | 3 | Programming A – Variables in games | 6 | -To evaluate my project | -I can identify ways that my game could be improved<br>- I can share my game with others<br>- I can use variables to extend my game | ■ | ■ | ■ | | | ■ | | | | | ■ | | | | | ■ | |
| 6 | 4 | Data and information – Spreadsheets | 1 | -To create a data set in a spreadsheet | -I can collect data<br>- I can enter data into a spreadsheet<br>- I can suggest how to structure my data | | | | | | ■ | | | | | | ■ | | | | | |
| 6 | 4 | Data and information – Spreadsheets | 2 | -To build a data set in a spreadsheet | -I can apply an appropriate format to a cell<br>- I can choose an appropriate format for a cell<br>- I can explain what an item of data is | | | | | | ■ | | | | | | ■ | | | | | |

| Year Group | Suggested Order | Unit Name | Lesson | Learning Objectives | Success Criteria | National Curriculum Links | | | | | | | Teach Computing Taxonomy | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | AL | CM | CS | DD | DI | ET | IT | NW | PG | SS |
| 6 | 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<br>- I can explain which data types can be used in calculations<br>- I can identify that changing inputs changes outputs | | | | | | ■ | | | | | | ■ | ■ | | | ■ | |
| 6 | 4 | Data and information – Spreadsheets | 4 | -To apply formulas to data | -I can apply a formula to multiple cells by duplicating it<br>- I can calculate data using different operations<br>- I can create a formula which includes a range of cells | | | | | | ■ | | | | | | ■ | ■ | | | ■ | |
| 6 | 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<br>- I can explain why data should be organised<br>- I can use a spreadsheet to answer questions | | | | | | ■ | | | | | | ■ | ■ | | | | |
| 6 | 4 | Data and information – Spreadsheets | 6 | -To choose suitable ways to present data | -I can produce a chart<br>- I can suggest when to use a table or chart<br>- I can use a chart to show the answer to questions | | | | | | ■ | | | ■ | | | ■ | ■ | | | | |
| 6 | 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<br>- I can move 3D shapes relative to one another<br>- I can view 3D shapes from different perspectives | | | | | | ■ | ■ | | ■ | | | | ■ | | | | |
| 6 | 5 | Creating media – 3D Modelling | 2 | -To identify that digital 3D objects can be modified | -I can lift/lower 3D objects<br>- I can recolour a 3D object<br>- I can resize an object in three dimensions | | | | | | ■ | ■ | | ■ | | | | ■ | | | | |
| 6 | 5 | Creating media – 3D Modelling | 3 | -To recognise that objects can be combined in a 3D model | -I can duplicate 3D objects<br>- I can group 3D objects<br>- I can rotate objects in three dimensions | | | | | | ■ | ■ | | ■ | | | | ■ | | | | |
| 6 | 5 | Creating media – 3D Modelling | 4 | -To create a 3D model for a given purpose | -I can accurately size 3D objects<br>- I can combine a number of 3D objects<br>- I can show that placeholders can create holes in 3D objects | | | | | | ■ | ■ | | ■ | | | | ■ | | | | |
| 6 | 5 | Creating media – 3D Modelling | 5 | -To plan my own 3D model | -I can analyse a 3D model<br>- I can choose objects to use in a 3D model<br>- I can combine objects in a design | | | | | | ■ | ■ | | ■ | | ■ | | ■ | | | | |
| 6 | 5 | Creating media – 3D Modelling | 6 | -To create my own digital 3D model | -I can construct a 3D model based on a design<br>- I can explain how my 3D model could be improved<br>- I can modify my 3D model to improve it | | | | | | ■ | ■ | | ■ | | ■ | | ■ | | | | |
| 6 | 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<br>- I can test my program on an emulator<br>- I can transfer my program to a controllable device | ■ | ■ | ■ | | | ■ | | | | ■ | | | | | | ■ | |
| 6 | 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<br>- I can identify examples of conditions in the real world<br>- I can use a variable in an if, then, else statement to select the flow of a program | ■ | ■ | ■ | | | ■ | | | | ■ | | | | | | ■ | |
| 6 | 6 | Programming B - Sensing movement | 3 | -To update a variable with a user input | -I can experiment with different physical inputs<br>- I can explain that checking a variable doesn't change its value<br>- I can use a condition to change a variable | ■ | ■ | ■ | | | ■ | | | | ■ | | | | | | ■ | |
| 6 | 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<br>- I can modify a program to achieve a different outcome<br>- I can use an operand (e.g. <>=) in an if, then statement | ■ | ■ | ■ | | | ■ | | | | ■ | | | | | | ■ | |
| 6 | 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<br>- I can design the algorithm for my project<br>- I can design the program flow for my project | ■ | ■ | ■ | | | ■ | | | | ■ | ■ | | | | | ■ | |
| 6 | 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<br>- I can test my program against my design<br>- I can use a range of approaches to find and fix bugs | ■ | ■ | ■ | | | ■ | | | | ■ | ■ | | | | | ■ | |