

Year 1 Curriculum Map – Autumn Term

Unit Name	Learning Objective	Intended Outcomes	National Curriculum Coverage
Computing systems and networks – Technology around us	-To identify technology	<ul style="list-style-type: none"> -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 	1.4 1.5 1.6 Computing Systems Impact of Technology
Computing systems and networks – Technology around us	-To identify a computer and its main parts	<ul style="list-style-type: none"> -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 	1.4 1.5 1.6 Computing Systems
Computing systems and networks – Technology around us	-To use a mouse in different ways	<ul style="list-style-type: none"> -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 	1.4 1.5 1.6 Computing Systems
Computing systems and networks – Technology around us	-To use a keyboard to type on a computer	<ul style="list-style-type: none"> -I can save my work to a file - I can say what a keyboard is for - I can type my name on a computer 	1.4 1.5 1.6 Computing Systems Effective Use of Tools
Computing systems and networks – Technology around us	-To use the keyboard to edit text	<ul style="list-style-type: none"> -I can delete letters - I can open my work from a file - I can use the arrow keys to move the cursor 	1.4 1.5 1.6 Computing Systems Effective Use of Tools
Computing systems and networks – Technology around us	-To create rules for using technology responsibly	<ul style="list-style-type: none"> -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 	1.4 1.5 1.6 Computing Systems Effective Use of Tools Safety and Security
Creating Media – Digital Painting	-To describe what different freehand tools do	<ul style="list-style-type: none"> -I can draw lines on a screen and explain which tools I used - I can make marks on a screen and explain which 	1.4 Creating Media Effective use of tools

		tools I used - I can use the paint tools to draw a picture	
Creating Media – Digital Painting	-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	1.4 Creating Media Effective use of tools
Creating Media – Digital Painting	-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	1.4 Creating Media Effective use of tools
Creating Media – Digital Painting	-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	1.4 Creating Media Design & Development Effective use of tools
Creating Media – Digital Painting	-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	1.4 Creating Media Effective use of tools
Creating Media – Digital Painting	-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	1.4 Creating Media Design & Development Effective use of tools

Year 1 Curriculum Map – Spring Term

Unit Name	Learning Objective	Intended Outcomes	National Curriculum Coverage
Programming A – Moving a robot	-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	1.1 1.2 1.3 1.5 Algorithms
Programming A – Moving a robot	-To act out a given word	- I can follow an instruction - I can give directions - I can recall words that can be acted out	1.1 1.2 1.3 1.5 Algorithms Impact of Technology

Programming A – Moving a robot	-To combine forwards and backwards commands to make a sequence	<ul style="list-style-type: none"> -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 	1.1 1.2 1.3 1.5 Programming
Programming A – Moving a robot	-To combine four direction commands to make sequences	<ul style="list-style-type: none"> -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 	1.1 1.2 1.3 1.5 Programming
Programming A – Moving a robot	-To plan a simple program	<ul style="list-style-type: none"> -I can choose the order of commands in a sequence - I can debug my program - I can explain what my program should do 	1.1 1.2 1.3 1.5 Algorithms Design & Development
Programming A – Moving a robot	-To find more than one solution to a problem	<ul style="list-style-type: none"> -I can identify several possible solutions - I can plan two programs - I can use two different programs to get to the same place 	1.1 1.2 1.3 1.5 Algorithms
Data and information – Grouping data	-To label objects	<ul style="list-style-type: none"> -I can describe objects using labels - I can identify the label for a group of objects - I can match objects to groups 	1.4 1.6 Data & Information
Data and information – Grouping data	-To identify that objects can be counted	<ul style="list-style-type: none"> -I can count a group of objects - I can count objects - I can group objects 	1.4 1.6 Data & Information
Data and information – Grouping data	-To describe objects in different ways	<ul style="list-style-type: none"> -I can describe an object - I can describe a property of an object - I can find objects with similar properties 	1.4 1.6 Data & Information
Data and information – Grouping data	-To count objects with the same properties	<ul style="list-style-type: none"> -I can count how many objects share a property - I can group objects in more than one way - I can group similar objects 	1.4 1.6 Data & Information
Data and information – Grouping data	-To compare groups of objects	<ul style="list-style-type: none"> -I can choose how to group objects - I can describe groups of objects - I can record how many objects are in a group 	1.4 1.6 Data & Information

Data and information – Grouping data	-To answer questions about groups of objects	<ul style="list-style-type: none"> -I can compare groups of objects - I can decide how to group objects to answer a question - I can record and share what I have found 	1.4 1.6 Data & Information
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Year 1 Curriculum Map – Summer Term

Unit Name	Learning Objective	Intended Outcomes	National Curriculum Coverage
Creating media – Digital writing	-To use a computer to write	<ul style="list-style-type: none"> -I can identify and find keys on a keyboard - I can open a word processor - I can recognise keys on a keyboard 	1.4 1.6 Creating Media Effective use of tools
Creating media – Digital writing	-To add and remove text on a computer	<ul style="list-style-type: none"> -I can enter text into a computer - I can use backspace to remove text - I can use letter, number, and space keys 	1.4 1.6 Creating Media Effective use of tools
Creating media – Digital writing	-To identify that the look of text can be changed on a computer	<ul style="list-style-type: none"> -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 	1.4 1.6 Creating Media Effective use of tools
Creating media – Digital writing	-To make careful choices when changing text	<ul style="list-style-type: none"> -I can change the font - I can select all of the text by clicking and dragging - I can select a word by double-clicking 	1.4 1.6 Creating Media Effective use of tools
Creating media – Digital writing	-To explain why I used the tools that I chose	<ul style="list-style-type: none"> -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 	1.4 1.6 Creating Media Design & Development Effective use of tools
Creating media – Digital writing	-To compare typing on a computer to writing on paper	<ul style="list-style-type: none"> -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 	1.4 1.6 Creating Media Effective use of tools

Programming B - Programming animations	-To choose a command for a given purpose	<ul style="list-style-type: none"> -I can compare different programming tools - I can find which commands to move a sprite - I can use commands to move a sprite 	1.1 1.2 1.3 Programming
Programming B - Programming animations	-To show that a series of commands can be joined together	<ul style="list-style-type: none"> -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 	1.1 1.2 1.3 Programming
Programming B - Programming animations	-To identify the effect of changing a value	<ul style="list-style-type: none"> -I can change the value - I can find blocks that have numbers - I can say what happens when I change a value 	1.1 1.2 1.3 Programming
Programming B - Programming animations	-To explain that each sprite has its own instructions	<ul style="list-style-type: none"> -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 	1.1 1.2 1.3 Programming
Programming B - Programming animations	-To design the parts of a project	<ul style="list-style-type: none"> -I can choose appropriate artwork for my project - I can create an algorithm for each sprite - I can decide how each sprite will move 	1.1 1.2 1.3 Programming
Programming B - Programming animations	-To use my algorithm to create a program	<ul style="list-style-type: none"> -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 	1.1 1.2 1.3 Programming

Year 2 Curriculum Map – Autumn Term

Unit Name	Learning Objective	Intended Outcomes	National Curriculum Coverage
Computing systems and networks – IT around us	-To recognise the uses and features of information technology	<ul style="list-style-type: none"> -I can describe some uses of computers - I can identify examples of computers - I can identify that a computer is a part of IT 	1.4 1.5 1.6 Computing Systems Networks Safety & Security

Computing systems and networks – IT around us	-To identify the uses of information technology in the school	<ul style="list-style-type: none"> -I can identify examples of IT - I can identify that some IT can be used in more than one way - I can sort school IT by what it's used for 	1.4 1.5 1.6 Computing Systems Networks Impact of Technology
Computing systems and networks – IT around us	-To identify information technology beyond school	<ul style="list-style-type: none"> -I can find examples of information technology - I can sort IT by where it is found - I can talk about uses of information technology 	1.4 1.5 1.6 Computing Systems Networks Impact of Technology
Computing systems and networks – IT around us	-To explain how information technology helps us	<ul style="list-style-type: none"> -I can demonstrate how IT devices work together - I can recognise common types of technology - I can say why we use IT 	1.4 1.5 1.6 Computing Systems Networks Impact of Technology
Computing systems and networks – IT around us	-To explain how to use information technology safely	<ul style="list-style-type: none"> -I can list different uses of information technology - I can say how rules can help keep me safe - I can talk about different rules for using IT 	1.4 1.5 1.6 Computing Systems Networks Safety & Security
Computing systems and networks – IT around us	-To recognise that choices are made when using information technology	<ul style="list-style-type: none"> -I can explain the need to use IT in different ways - I can identify the choices that I make when using IT - I can use IT for different types of activities 	1.4 1.5 1.6 Computing Systems Networks Impact of Technology Safety & Security
Creating media – Digital photography	-To use a digital device to take a photograph	<ul style="list-style-type: none"> -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 	1.4 1.5 1.6 Creating Media Computing Systems

Creating media – Digital photography	-To make choices when taking a photograph	<ul style="list-style-type: none"> -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 	1.4 1.5 1.6 Creating Media Computing Systems Effective use of tools
Creating media – Digital photography	-To describe what makes a good photograph	<ul style="list-style-type: none"> -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 	1.4 1.5 1.6 Creating Media Design & Development
Creating media – Digital photography	-To decide how photographs can be improved	<ul style="list-style-type: none"> -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 	1.4 1.5 1.6 Creating Media Design & Development Effective use of tools
Creating media – Digital photography	-To use tools to change an image	<ul style="list-style-type: none"> -I can explain my choices - I can recognise that images can be changed - I can use a tool to achieve a desired effect 	1.4 1.5 1.6 Creating Media Effective use of tools
Creating media – Digital photography	-To recognise that photos can be changed	<ul style="list-style-type: none"> -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 	1.4 1.5 1.6 Creating Media Effective use of tools

Year 2 Curriculum Map – Spring Term

Unit Name	Learning Objective	Intended Outcomes	National Curriculum Coverage
Programming A – Robot algorithms	-To describe a series of instructions as a sequence	<ul style="list-style-type: none"> -I can show the difference in outcomes between two sequences that consist of the same commands - I can use an algorithm to program a sequence on a floor robot - I can use the same instructions to create different algorithms 	1.1 1.2 1.3 1.4 Algorithms
Programming A – Robot algorithms	-To explain what happens when we change the order of instructions	<ul style="list-style-type: none"> -I can compare my prediction to the program outcome - I can follow a sequence - I can predict the outcome of a sequence 	1.1 1.2 1.3 1.4 Algorithms
Programming A – Robot algorithms	-To use logical reasoning to predict the outcome of a program	<ul style="list-style-type: none"> -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 	1.1 1.2 1.3 1.4 Algorithms Programming
Programming A – Robot algorithms	-To explain that programming projects can have code and artwork	<ul style="list-style-type: none"> -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 	1.1 1.2 1.3 1.4 Algorithms Development & Design Programming
Programming A – Robot algorithms	-To design an algorithm	<ul style="list-style-type: none"> -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 	1.1 1.2 1.3 1.4 Algorithms Development & Design
Programming A – Robot algorithms	-To create and debug a program that I have written	<ul style="list-style-type: none"> -I can show the difference in outcomes between two sequences that consist of the same commands 	1.1 1.2

		<ul style="list-style-type: none"> - I can use an algorithm to program a sequence on a floor robot - I can use the same instructions to create different algorithms 	1.3 1.4 Algorithms Development & Design Programming
Data and information – Pictograms	-To recognise that we can count and compare objects using tally charts	<ul style="list-style-type: none"> - I can compare totals in a tally chart - I can record data in a tally chart - I can represent a tally count as a total 	1.4 1.6 Data & Information Effective use of tools
Data and information – Pictograms	-To recognise that objects can be represented as pictures	<ul style="list-style-type: none"> - I can enter data onto a computer - I can use a computer to view data in a different format - I can use pictograms to answer simple questions about objects 	1.4 1.6 Data & Information Effective use of tools
Data and information – Pictograms	-To create a pictogram	<ul style="list-style-type: none"> - I can explain what the pictogram shows - I can organise data in a tally chart - I can use a tally chart to create a pictogram 	1.4 1.6 Data & Information Effective use of tools
Data and information – Pictograms	-To select objects by attribute and make comparisons	<ul style="list-style-type: none"> - I can answer 'more than'/'less than' and 'most/least' questions about an attribute - I can create a pictogram to arrange objects by an attribute - I can tally objects using a common attribute 	1.4 1.6 Data & Information Effective use of tools
Data and information – Pictograms	-To recognise that people can be described by attributes	<ul style="list-style-type: none"> - I can choose a suitable attribute to compare people - I can collect the data I need - I can create a pictogram and draw conclusions from it 	1.4 1.6 Data & Information Effective use of tools
Data and information – Pictograms	-To explain that we can present information using a computer	<ul style="list-style-type: none"> - I can give simple examples of why information should not be shared - I can share what I have found out using a computer - I can use a computer program to present information in different ways 	1.4 1.6 Data & Information Effective use of tools Safety and Security

Year 2 Curriculum Map – Summer Term

Unit Name	Learning Objective	Intended Outcomes	National Curriculum Coverage
Creating media - Digital music	-To say how music can make us feel	-I can describe music using adjectives - I can identify simple differences in pieces of music - I can say what I do and don't like about a piece of music	1.4 Creating Media
Creating media - Digital music	-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	1.4 Creating Media
Creating media - Digital music	-To experiment with sound using a computer	-I can connect images with sounds - I can relate an idea to a piece of music - I can use a computer to experiment with pitch	1.4 Creating Media Data & Information
Creating media - Digital music	-To use a computer to create a musical pattern	-I can explain how my music can be played in different ways - I can identify that music is a sequence of notes - I can refine my musical pattern on a computer	1.4 Creating Media Data & Information
Creating media - Digital music	-To create music for a purpose	-I can add a sequence of notes to my rhythm - I can create a rhythm which represents an animal I've chosen - I can create my animal's rhythm on a computer	1.4 Creating Media Design & Development Effective use of tools
Creating media - Digital music	-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	1.4 Creating Media Effective use of tools
Programming B - Programming quizzes	-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	1.1 1.2 Programming
Programming B - Programming quizzes	-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	1.1 1.2 Programming
Programming B - Programming quizzes	-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	1.1 1.2 Programming

		- I can work out the actions of a sprite in an algorithm	Design & Development
Programming B - Programming quizzes	-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	1.1 1.2 Programming Design & Development
Programming B - Programming quizzes	-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	1.1 1.2 Programming Design & Development
Programming B - Programming quizzes	-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	1.1 1.2 Programming Design & Development

Year 3 Curriculum Map – Autumn Term

Unit Name	Learning Objective	Intended Outcomes	National Curriculum Coverage
Computing systems and networks – Connecting computers	-To explain how digital devices function	-I can explain that digital devices accept inputs - I can explain that digital devices produce outputs - I can follow a process	2.2 2.4 2.6 Computing Systems
Computing systems and networks – Connecting computers	-To identify input and output devices	-I can classify input and output devices - I can describe a simple process - I can design a digital device	2.2 2.4 2.6 Computing Systems
Computing systems and networks – Connecting computers	-To recognise how digital devices can change the way we work	-I can explain how I use digital devices for different activities - I can recognise similarities between using digital devices and non-digital tools - I can suggest differences between using digital devices and non-digital tools	2.2 2.4 2.6 Computing Systems Impact of Technology
Computing systems and networks – Connecting computers	-To explain how a computer network can be used to share information	-I can discuss why we need a network switch - I can explain how messages are passed through multiple connections - I can recognise different connections	2.2 2.4 2.6

			Computing Systems Networks
Computing systems and networks – Connecting computers	-To explore how digital devices can be connected	<ul style="list-style-type: none"> -I can demonstrate how information can be passed between devices - I can explain the role of a switch, server, and wireless access point in a network - I can recognise that a computer network is made up of a number of devices 	2.2 2.4 2.6 Computing Systems Networks
Computing systems and networks – Connecting computers	-To recognise the physical components of a network	<ul style="list-style-type: none"> -I can identify how devices in a network are connected together - I can identify networked devices around me - I can identify the benefits of computer networks 	2.2 2.4 2.6 Computing Systems Networks
Creating media - Stop-frame animation	-To explain that animation is a sequence of drawings or photographs	<ul style="list-style-type: none"> -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 	2.6 2.7 Creating Media Effective use of tools
Creating media - Stop-frame animation	-To relate animated movement with a sequence of images	<ul style="list-style-type: none"> -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 	2.6 2.7 Creating Media Effective use of tools
Creating media - Stop-frame animation	-To plan an animation	<ul style="list-style-type: none"> -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 	2.6 2.7 Creating Media Design & Development
Creating media - Stop-frame animation	-To identify the need to work consistently and carefully	<ul style="list-style-type: none"> -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 	2.6 2.7 Creating Media Design & Development Effective use of tools
Creating media - Stop-frame animation	-To review and improve an animation	<ul style="list-style-type: none"> -I can evaluate another learner's animation - I can explain ways to make my animation better - I can improve my animation based on feedback 	2.6 2.7 Creating Media Design & Development Effective use of tools
Creating media - Stop-frame animation	-To evaluate the impact of adding other media to an animation	<ul style="list-style-type: none"> -I can add other media to my animation - I can evaluate my final film 	2.6 2.7

		- I can explain why I added other media to my animation	Creating Media Design & Development Effective use of tools
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Year 3 Curriculum Map – Spring Term

Unit Name	Learning Objective	Intended Outcomes	National Curriculum Coverage
Programming A - Sequencing sounds	-To explore a new programming environment	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming Effective use of tools
Programming A - Sequencing sounds	-To identify that commands have an outcome	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming
Programming A - Sequencing sounds	-To explain that a program has a start	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming
Programming A - Sequencing sounds	-To recognise that a sequence of commands can have an order	<ul style="list-style-type: none"> -I can combine sound commands - I can explain what a sequence is - I can order notes into a sequence 	2.1 2.2 2.3 2.6 Programming
Programming A - Sequencing sounds	-To change the appearance of my project	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming Design & Development

Programming A - Sequencing sounds	-To create a project from a task description	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming Algorithms Creating Media Design & Development
Data and information – Branching databases	-To create questions with yes/no answers	<ul style="list-style-type: none"> -I can create two groups of objects separated by one attribute - I can investigate questions with yes/no answers - I can make up a yes/no question about a collection of objects 	2.6 Data & Information
Data and information – Branching databases	-To identify the attributes needed to collect data about an object	<ul style="list-style-type: none"> -I can arrange objects into a tree structure - I can create a group of objects within an existing group - I can select an attribute to separate objects into groups 	2.6 Data & Information
Data and information – Branching databases	-To create a branching database	<ul style="list-style-type: none"> -I can group objects using my own yes/no questions - I can select objects to arrange in a branching database - I can test my branching database to see if it works 	2.6 Data & Information Effective use of tools
Data and information – Branching databases	-To explain why it is helpful for a database to be well structured	<ul style="list-style-type: none"> -I can compare two branching database structures - I can create yes/no questions using given attributes - I can explain that questions need to be ordered carefully to split objects into similarly sized groups 	2.6 Data & Information Effective use of tools Design & Development
Data and information – Branching databases	-To plan the structure of a branching database	<ul style="list-style-type: none"> -I can create a physical version of a branching database - I can create questions that will enable objects to be uniquely identified - I can independently create questions to use in a branching database 	2.6 Data & Information Effective use of tools
Data and information – Branching databases	-To independently create an identification tool	<ul style="list-style-type: none"> -I can create a branching database that reflects my plan - I can suggest real-world uses for branching databases - I can work with a partner to test my identification tool 	2.6 Data & Information Design & Development

Year 3 Curriculum Map – Summer Term

Unit Name	Learning Objective	Intended Outcomes	National Curriculum Coverage
Creating media – Desktop publishing	-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	2.5 2.6 Creating Media
Creating media – Desktop publishing	-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	2.5 2.6 Creating Media Effective use of tools
Creating media – Desktop publishing	-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	2.5 2.6 Creating Media Effective use of tools
Creating media – Desktop publishing	-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	2.5 2.6 Creating Media Effective use of tools
Creating media – Desktop publishing	-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	2.5 2.6 Creating Media Effective use of tools Design & Development
Creating media – Desktop publishing	-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	2.5 2.6 Creating Media Effective use of tools Design & Development Impact of Technology
Programming B - Events and actions in programs	-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	2.1 2.2 2.3 2.6

			Programming Effective use of tools
Programming B - Events and actions in programs	-To create a program to move a sprite in four directions	<ul style="list-style-type: none"> -I can choose a character for my project - I can choose a suitable size for a character in a maze - I can program movement 	2.1 2.2 2.3 2.6 Programming Effective use of tools
Programming B - Events and actions in programs	-To adapt a program to a new context	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming
Programming B - Events and actions in programs	-To develop my program by adding features	<ul style="list-style-type: none"> -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) 	2.1 2.2 2.3 2.6 Programming
Programming B - Events and actions in programs	-To identify and fix bugs in a program	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming Design & Development
Programming B - Events and actions in programs	-To design and create a maze-based challenge	<ul style="list-style-type: none"> -I can evaluate my project - I can implement my design - I can make design choices and justify them 	2.1 2.2 2.3 2.6 Programming Design & Development

Year 4 Curriculum Map – Autumn Term

Unit Name	Learning Objective	Intended Outcomes	National Curriculum Coverage
Computing systems and networks – The Internet	-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	2.4 2.5 2.6 2.7 Networks Safety and Security
Computing systems and networks – The Internet	-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	2.4 2.5 2.6 2.7 Networks
Computing systems and networks – The Internet	-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	2.4 2.5 2.6 2.7 Networks
Computing systems and networks – The Internet	-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	2.4 2.5 2.6 2.7 Networks Creating Media
Computing systems and networks – The Internet	-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	2.4 2.5 2.6 2.7 Networks
Computing systems and networks – The Internet	-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	2.4 2.5 2.6 2.7 Networks

			Safety and Security Impact of Technology
Creating media - Audio production	-To identify that sound can be recorded	<ul style="list-style-type: none"> -I can explain that the person who records the sound can say who is allowed to use it - I can identify the input and output devices used to record and play sound - I can use a computer to record audio 	2.5 2.6 2.7 Computing Systems Data & Information
Creating media - Audio production	-To explain that audio recordings can be edited	<ul style="list-style-type: none"> -I can discuss what sounds can be added to a podcast - I can inspect the soundwave view to know where to trim my recording - I can re-record my voice to improve my recording 	2.5 2.6 2.7 Creating Media Computing Systems Design & Development Effective use of tools
Creating media - Audio production	-To recognise the different parts of creating a podcast project	<ul style="list-style-type: none"> -I can explain how sounds can be combined to make a podcast more engaging - I can plan appropriate content for a podcast - I can save my project so the different parts remain editable 	2.5 2.6 2.7 Creating Media Design & Development Data & Information Effective use of tools
Creating media - Audio production	-To apply audio editing skills independently	<ul style="list-style-type: none"> -I can improve my voice recordings - I can record content following my plan - I can review the quality of my recordings 	2.5 2.6 2.7 Creating Media Effective use of tools
Creating media - Audio production	-To combine audio to enhance my podcast project	<ul style="list-style-type: none"> -I can arrange multiple sounds to create the effect I want - I can explain the difference between saving a project and exporting an audio file - I can open my project to continue working on it 	2.5 2.6 2.7 Creating Media Effective use of tools
Creating media - Audio production	-To evaluate the effective use of audio	<ul style="list-style-type: none"> -I can choose appropriate edits to improve my podcast - I can listen to an audio recording to identify its strengths - I can suggest improvements to an audio recording 	2.5 2.6 2.7 Creating Media Design & Development

Year 4 Curriculum Map – Spring Term

Unit Name	Learning Objective	Intended Outcomes	National Curriculum Coverage
Programming A – Repetition in shapes	-To identify that accuracy in programming is important	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming Algorithms
Programming A – Repetition in shapes	-To create a program in a text-based language	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming Effective use of tools
Programming A – Repetition in shapes	-To explain what 'repeat' means	<ul style="list-style-type: none"> -I can identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves - I can identify patterns in a sequence - I can use a count-controlled loop to produce a given outcome 	2.1 2.2 2.3 2.6 Programming Algorithms
Programming A – Repetition in shapes	-To modify a count-controlled loop to produce a given outcome	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming
Programming A – Repetition in shapes	-To decompose a task into small steps	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming Algorithms
Programming A – Repetition in shapes	-To create a program that uses count-controlled loops to produce a given outcome	<ul style="list-style-type: none"> -I can design a program that includes count-controlled loops 	2.1 2.2

		<ul style="list-style-type: none"> - I can develop my program by debugging it - I can make use of my design to write a program 	2.3 2.6 Programming
Data and information – Data logging	-To explain that data gathered over time can be used to answer questions	<ul style="list-style-type: none"> -I can choose a data set to answer a given question - I can identify data that can be gathered over time - I can suggest questions that can be answered using a given data set 	2.2 2.6 Data & Information
Data and information – Data logging	-To use a digital device to collect data automatically	<ul style="list-style-type: none"> -I can explain what data can be collected using sensors - I can identify that data from sensors can be recorded - I can use data from a sensor to answer a given question 	2.2 2.6 Data & Information Effective use of tools Computing Systems
Data and information – Data logging	-To explain that a data logger collects 'data points' from sensors over time	<ul style="list-style-type: none"> -I can identify the intervals used to collect data - I can recognise that a data logger collects data at given points - I can talk about the data that I have captured 	2.2 2.6 Data & Information Effective use of tools Computing Systems
Data and information – Data logging	-To recognise how a computer can help us analyse data	<ul style="list-style-type: none"> -I can explain that there are different ways to view data - I can sort data to find information - I can view data at different levels of detail 	2.2 2.6 Data & Information Effective use of tools
Data and information – Data logging	-To identify the data needed to answer questions	<ul style="list-style-type: none"> -I can plan how to collect data using a data logger - I can propose a question that can be answered using logged data - I can use a data logger to collect data 	2.2 2.6 Data & Information Effective use of tools Computing Systems
Data and information – Data logging	-To use data from sensors to answer questions	<ul style="list-style-type: none"> -I can draw conclusions from the data that I have collected - I can explain the benefits of using a data logger - I can interpret data that has been collected using a data logger 	2.2 2.6 Data & Information Computing Systems

Year 4 Curriculum Map – Summer Term

Unit Name	Learning Objective	Intended Outcomes	National Curriculum Coverage
Creating media – Photo editing	-To explain that the composition of digital images can be changed	-I can explain why I might crop an image - I can improve an image by rotating it - I can use photo editing software to crop an image	2.6 2.7 Creating Media Effective use of tools
Creating media – Photo editing	-To explain that colours can be changed in digital images	-I can experiment with different colour effects - I can explain that different colour effects make you think and feel different things - I can explain why I chose certain colour effects	2.6 2.7 Creating Media Effective use of tools Impact of Technology
Creating media – Photo editing	-To explain how cloning can be used in photo editing	-I can add to the composition of an image by cloning - I can identify how a photo edit can be improved - I can remove parts of an image using cloning	2.6 2.7 Creating Media Effective use of tools Design & Development
Creating media – Photo editing	-To explain that images can be combined	-I can experiment with tools to select and copy part of an image - I can explain why photos might be edited - I can use a range of tools to copy between images	2.6 2.7 Creating Media Effective use of tools
Creating media – Photo editing	-To combine images for a purpose	-I can choose suitable images for my project - I can create a project that is a combination of other images - I can describe the image I want to create	2.6 2.7 Creating Media Effective use of tools Safety and Security
Creating media – Photo editing	-To evaluate how changes can improve an image	-I can combine text and my image to complete the project - I can review images against a given criteria - I can use feedback to guide making changes	2.6 2.7 Creating Media Effective use of tools Design & Development
Programming B – Repetition in games	-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	2.1 2.2 2.3 Programming

			Design & Development
Programming B – Repetition in games	-To explain that in programming there are infinite loops and count controlled loops	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 Programming Algorithms
Programming B – Repetition in games	-To develop a design that includes two or more loops which run at the same time	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 Programming Design & Development
Programming B – Repetition in games	-To modify an infinite loop in a given program	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 Programming
Programming B – Repetition in games	-To design a project that includes repetition	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 Programming Design & Development
Programming B – Repetition in games	-To create a project that includes repetition	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 Programming Design & Development

Year 5 Curriculum Map – Autumn Term

Unit Name	Learning Objective	Intended Outcomes	National Curriculum Coverage
Computing systems and networks - Systems and searching	-To explain that computers can be connected together to form systems	<ul style="list-style-type: none"> -I can describe that a computer system features inputs, processes, and outputs - I can explain that computer systems communicate with other devices - I can explain that systems are built using a number of parts 	2.1 2.2 2.4 2.6 Computing Systems

Computing systems and networks - Systems and searching	-To recognise the role of computer systems in our lives	<ul style="list-style-type: none"> -I can explain the benefits of a given computer system - I can identify tasks that are managed by computer systems - I can identify the human elements of a computer system 	2.1 2.2 2.4 2.6 Computing Systems Impact of Technology
Computing systems and networks - Systems and searching	-To experiment with search engines	<ul style="list-style-type: none"> -I can compare results from different search engines - I can make use of a web search to find specific information - I can refine my web search 	2.1 2.2 2.4 2.6 Networks
Computing systems and networks - Systems and searching	-To describe how search engines select results	<ul style="list-style-type: none"> -I can explain why we need tools to find things online - I can recognise the role of web crawlers in creating an index - I can relate a search term to the search engine's index 	2.1 2.2 2.4 2.6 Networks Impact of Technology
Computing systems and networks - Systems and searching	-To explain how search results are ranked	<ul style="list-style-type: none"> -I can explain that a search engine follows rules to rank results - I can give examples of criteria used by search engines to rank results - I can order a list by rank 	2.1 2.2 2.4 2.6 Networks Effective use of tools
Computing systems and networks - Systems and searching	-To recognise why the order of results is important, and to whom	<ul style="list-style-type: none"> -I can describe some of the ways that search results can be influenced - I can explain how search engines make money - I can recognise some of the limitations of search engines 	2.1 2.2 2.4 2.6 Networks Effective use of tools Design & Development
Creating media - Video production	-To explain what makes a video effective	<ul style="list-style-type: none"> -I can compare features in different videos - I can explain that video is a visual media format - I can identify features of videos 	2.5 2.6 2.7 Creating Media Development & Design

Creating media - Video production	-To identify digital devices that can record video	<ul style="list-style-type: none"> - 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 	2.5 2.6 2.7 Creating Media Computing Systems
Creating media - Video production	-To capture video using a range of techniques	<ul style="list-style-type: none"> - 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 	2.5 2.6 2.7 Creating Media
Creating media - Video production	-To create a storyboard	<ul style="list-style-type: none"> - I can create and save video content - I can decide which filming techniques I will use - I can outline the scenes of my video 	2.5 2.6 2.7 Creating Media Development & Design Effective use of tools Safety and Security
Creating media - Video production	-To identify that video can be improved through reshooting and editing	<ul style="list-style-type: none"> - 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 	2.5 2.6 2.7 Creating Media Effective use of tools
Creating media - Video production	-To consider the impact of the choices made when making and sharing a video	<ul style="list-style-type: none"> - 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 	2.5 2.6 2.7 Creating Media Development & Design Effective use of tools

Year 5 Curriculum Map – Spring Term

Unit Name	Learning Objective	Intended Outcomes	National Curriculum Coverage
Programming A – Selection in physical computing	-To control a simple circuit connected to a computer	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming Computing Systems
Programming A – Selection in physical computing	-To write a program that includes count-controlled loops	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming Computing Systems
Programming A – Selection in physical computing	-To explain that a loop can stop when a condition is met	<ul style="list-style-type: none"> -I can design a conditional loop - I can explain that a condition is either true or false - I can program a microcontroller to respond to an input 	2.1 2.2 2.3 2.6 Programming Computing Systems
Programming A – Selection in physical computing	-To explain that a loop can be used to repeatedly check whether a condition has been met	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming
Programming A – Selection in physical computing	-To design a physical project that includes selection	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming Computing Systems Design & Development

Programming A – Selection in physical computing	-To create a program that controls a physical computing project	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming Computing Systems Design & Development
Data and information – Flat-file databases	-To use a form to record information	<ul style="list-style-type: none"> -I can create a database using cards - I can explain how information can be recorded - I can order, sort, and group my data cards 	2.5 2.6 Data & Information Effective use of tools
Data and information – Flat-file databases	-To compare paper and computer-based databases	<ul style="list-style-type: none"> -I can choose which field to sort data by to answer a given question - I can explain what a field and a record is in a database - I can navigate a flat-file database to compare different views of information 	2.5 2.6 Data & Information Design & Development
Data and information – Flat-file databases	-To outline how you can answer questions by grouping and then sorting data	<ul style="list-style-type: none"> -I can combine grouping and sorting to answer specific questions - I can explain that data can be grouped using chosen values - I can group information using a database 	2.5 2.6 Data & Information
Data and information – Flat-file databases	-To explain that tools can be used to select specific data	<ul style="list-style-type: none"> -I can choose multiple criteria to answer a given question - I can choose which field and value are required to answer a given question - I can outline how 'AND' and 'OR' can be used to refine data selection 	2.5 2.6 Data & Information Effective use of tools
Data and information – Flat-file databases	-To explain that computer programs can be used to compare data visually	<ul style="list-style-type: none"> -I can explain the benefits of using a computer to create charts - I can refine a chart by selecting a particular filter - I can select an appropriate chart to visually compare data 	2.5 2.6 Data & Information Effective use of tools
Data and information – Flat-file databases	-To use a real-world database to answer questions	<ul style="list-style-type: none"> -I can ask questions that will need more than one field to answer - I can present my findings to a group - I can refine a search in a real-world context 	2.5 2.6 Data & Information Effective use of tools

Year 5 Curriculum Map – Summer Term

Unit Name	Learning Objective	Intended Outcomes	National Curriculum Coverage
Creating media – Introduction to vector graphics	-To identify that drawing tools can be used to produce different outcomes	-I can discuss how vector drawings are different from paper-based drawings - I can experiment with the shape and line tools - I can recognise that vector drawings are made using shapes	2.6 Creating Media Effective use of tools Data & Information
Creating media – Introduction to vector graphics	-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	2.6 Creating Media Effective use of tools
Creating media – Introduction to vector graphics	-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 a new image - I can use the zoom tool to help me add detail to my drawings	2.6 Creating Media Effective use of tools
Creating media – Introduction to vector graphics	-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	2.6 Creating Media Effective use of tools
Creating media – Introduction to vector graphics	-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	2.6 Creating Media Effective use of tools
Creating media – Introduction to vector graphics	-To apply what I have learned about vector drawings	-I can compare vector drawings to freehand paint 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	2.6 Creating Media Design & Development
Programming B – Selection in quizzes	-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	2.1 2.2 2.3 2.6 Programming Algorithms

Programming B – Selection in quizzes	-To relate that a conditional statement connects a condition to an outcome	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming Algorithms
Programming B – Selection in quizzes	-To explain how selection directs the flow of a program	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming Algorithms
Programming B – Selection in quizzes	-To design a program which uses selection	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming Design & Development
Programming B – Selection in quizzes	-To create a program which uses selection	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming Design & Development
Programming B – Selection in quizzes	-To evaluate my program	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming Design & Development

Year 6 Curriculum Map – Autumn Term

Unit Name	Learning Objective	Intended Outcomes	National Curriculum Coverage
Computing systems and networks - Communication and collaboration	-To explain the importance of internet addresses	<ul style="list-style-type: none"> -I can describe how computers use addresses to access websites - I can explain that internet devices have addresses - I can recognise that data is transferred using agreed methods 	2.4 2.6 2.7 Networks Effective use of tools
Computing systems and networks - Communication and collaboration	-To recognise how data is transferred across the internet	<ul style="list-style-type: none"> -I can explain that all data transferred over the internet is in packets - I can explain that data is transferred over networks in packets - I can identify and explain the main parts of a data packet 	2.4 2.6 2.7 Networks Effective use of tools
Computing systems and networks - Communication and collaboration	-To explain how sharing information online can help people to work together	<ul style="list-style-type: none"> -I can explain that the internet allows different media to be shared - I can recognise how to access shared files stored online - I can send information over the internet in different ways 	2.4 2.6 2.7 Networks Effective use of tools
Computing systems and networks - Communication and collaboration	-To evaluate different ways of working together online	<ul style="list-style-type: none"> -I can explain how the internet enables effective collaboration - I can identify different ways of working together online - I can recognise that working together on the internet can be public or private 	2.4 2.6 2.7 Networks Effective use of tools Impact of Technology
Computing systems and networks - Communication and collaboration	-To recognise how we communicate using technology	<ul style="list-style-type: none"> -I can choose methods of communication to suit particular purposes - I can explain the different ways in which people communicate - I can identify that there are a variety of ways to communicate over the internet 	2.4 2.6 2.7 Networks Effective use of tools
Computing systems and networks - Communication and collaboration	-To evaluate different methods of online communication	<ul style="list-style-type: none"> -I can compare different methods of communicating on the internet - I can decide when I should and should not share information online - I can explain that communication on the internet may not be private 	2.4 2.6 2.7 Networks Effective use of tools Design & Development

Creating media – Web page creation	-To review an existing website and consider its structure	<ul style="list-style-type: none"> -I can discuss the different types of media used on websites - I can explore a website - I know that websites are written in HTML 	2.5 2.6 2.7 Creating Media Design & Development Networks
Creating media – Web page creation	-To plan the features of a web page	<ul style="list-style-type: none"> -I can draw a web page layout that suits my purpose - I can recognise the common features of a web page - I can suggest media to include on my page 	2.5 2.6 2.7 Creating Media Design & Development
Creating media – Web page creation	-To consider the ownership and use of images (copyright)	<ul style="list-style-type: none"> -I can describe what is meant by the term 'fair use' - I can find copyright-free images - I can say why I should use copyright-free images 	2.5 2.6 2.7 Creating Media Design & Development Safety and Security
Creating media – Web page creation	-To recognise the need to preview pages	<ul style="list-style-type: none"> -I can add content to my own web page - I can evaluate what my web page looks like on different devices and suggest/make edits - I can preview what my web page looks like 	2.5 2.6 2.7 Creating Media Design & Development Effective use of tools
Creating media – Web page creation	-To outline the need for a navigation path	<ul style="list-style-type: none"> -I can describe why navigation paths are useful - I can explain what a navigation path is - I can make multiple web pages and link them using hyperlinks 	2.5 2.6 2.7 Creating Media Design & Development Effective use of tools Networks
Creating media – Web page creation	-To recognise the implications of linking to content owned by other people	<ul style="list-style-type: none"> -I can create hyperlinks to link to other people's work - I can evaluate the user experience of a website - I can explain the implication of linking to content owned by others 	2.5 2.6 2.7 Creating Media

			Design & Development Effective use of tools Impact of technology Networks
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Year 6 Curriculum Map – Spring Term

Unit Name	Learning Objective	Intended Outcomes	National Curriculum Coverage
Programming A – Variables in games	-To define a 'variable' as something that is changeable	<ul style="list-style-type: none"> -I can explain that the way 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 	2.1 2.2 2.3 2.6 Programming
Programming A – Variables in games	-To explain why a variable is used in a program	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming
Programming A – Variables in games	-To choose how to improve a game by using variables	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Programming Design & Development
Programming A – Variables in games	-To design a project that builds on a given example	<ul style="list-style-type: none"> -I can choose the artwork for my project - I can create algorithms for my project - I can explain my design choices 	2.1 2.2 2.3 2.6 Programming Design & Development
Programming A – Variables in games	-To use my design to create a project	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6

			Programming Design & Development
Programming A – Variables in games	-To evaluate my project	<ul style="list-style-type: none"> -I can identify ways that my game could be improved - I can share my game with others - I can use variables to extend my game 	2.1 2.2 2.3 2.6 Programming Design & Development
Data and information – Spreadsheets	-To create a data set in a spreadsheet	<ul style="list-style-type: none"> -I can collect data - I can enter data into a spreadsheet - I can suggest how to structure my data 	2.6 Data & Information
Data and information – Spreadsheets	-To build a data set in a spreadsheet	<ul style="list-style-type: none"> -I can apply an appropriate format to a cell - I can choose an appropriate format for a cell - I can explain what an item of data is 	2.6 Data & Information
Data and information – Spreadsheets	-To explain that formulas can be used to produce calculated data	<ul style="list-style-type: none"> -I can construct a formula in a spreadsheet - I can explain which data types can be used in calculations - I can identify that changing inputs changes outputs 	2.6 Data & Information Effective use of tools Programming
Data and information – Spreadsheets	-To apply formulas to data	<ul style="list-style-type: none"> -I can apply a formula to multiple cells by duplicating it - I can calculate data using different operations - I can create a formula which includes a range of cells 	2.6 Data & Information Effective use of tools Programming
Data and information – Spreadsheets	-To create a spreadsheet to plan an event	<ul style="list-style-type: none"> -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 	2.6 Data & Information Effective use of tools
Data and information – Spreadsheets	-To choose suitable ways to present data	<ul style="list-style-type: none"> -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 	2.6 Data & Information Effective use of tools Creating Media

Year 6 Curriculum Map – Summer Term

Unit Name	Learning Objective	Intended Outcomes	National Curriculum Coverage
Creating media – 3D Modelling	-To recognise that you can work in three dimensions on a computer	-I can add 3D shapes to a project - I can move 3D shapes relative to one another - I can view 3D shapes from different perspectives	2.6 2.7 Creating Media Effective use of tools
Creating media – 3D Modelling	-To identify that digital 3D objects can be modified	-I can lift/lower 3D objects - I can recolour a 3D object - I can resize an object in three dimensions	2.6 2.7 Creating Media Effective use of tools
Creating media – 3D Modelling	-To recognise that objects can be combined in a 3D model	-I can duplicate 3D objects - I can group 3D objects - I can rotate objects in three dimensions	2.6 2.7 Creating Media Effective use of tools
Creating media – 3D Modelling	-To create a 3D model for a given purpose	-I can accurately size 3D objects - I can combine a number of 3D objects - I can show that placeholders can create holes in 3D objects	2.6 2.7 Creating Media Effective use of tools
Creating media – 3D Modelling	-To plan my own 3D model	-I can analyse a 3D model - I can choose objects to use in a 3D model - I can combine objects in a design	2.6 2.7 Creating Media Effective use of tools Design & Development
Creating media – 3D Modelling	-To create my own digital 3D model	-I can construct a 3D model based on a design - I can explain how my 3D model could be improved - I can modify my 3D model to improve it	2.6 2.7 Creating Media Effective use of tools Design & Development
Programming B - Sensing movement	-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	2.1 2.2 2.3 2.6 Computing Systems Programming

Programming B - Sensing movement	-To explain that selection can control the flow of a program	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Computing Systems Programming
Programming B - Sensing movement	-To update a variable with a user input	<ul style="list-style-type: none"> -I can experiment with different physical inputs - I can explain that checking a variable doesn't change its value - I can use a condition to change a variable 	2.1 2.2 2.3 2.6 Computing Systems Programming
Programming B - Sensing movement	-To use a conditional statement to compare a variable to a value	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Computing Systems Programming
Programming B - Sensing movement	-To design a project that uses inputs and outputs on a controllable device	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Computing Systems Programming Design & Development
Programming B - Sensing movement	-To develop a program to use inputs and outputs on a controllable device	<ul style="list-style-type: none"> -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 	2.1 2.2 2.3 2.6 Computing Systems Programming Design & Development