Year Group	Suggested Order	Unit Name	Lesson	Learning Objectives	Success Criteria	Cross Curricular Links	Education for a Connected World
6	1	Computing systems and networks – Communication	1	To identify how to use a search engine	- I can compare results from different search engines - I can complete a web search to find specific information - I can refine my search		- Managing online information - Online reputation
6	1	Computing systems and networks – Communication	2	To describe how search engines select results	- 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		- Managing online information - Online reputation
6	1	Computing systems and networks – Communication	3	To explain how search results are ranked	- I can explain that a search engine follows rules to rank relevant pages - I can explain that search results are ordered - I can suggest some of the criteria that a search engine checks to decide on the order of results		- Managing online information - Online reputation
6	1	Computing systems and networks – Communication	4	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 - I can explain how search engines make money - I can recognise some of the limitations of search engines		- Managing online information - Online reputation
6	1	Computing systems and networks – Communication	5	To recognise how we communicate using technology	- 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 of communicating over the internet		- Managing online information - Online reputation
6	1	Computing systems and networks – Communication	6	To evaluate different methods of online communication	- I can compare different methods of communicating on the internet - I can decide when I should and should not share - I can explain that communication on the internet may not be private		- Managing online information - Online reputation
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 - I can explore a website - 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 - I can recognise the common features of a web page - 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' - I can find copyright-free images - 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 - 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		
6	2	Creating media – Web page creation	5	To outline the need for a navigation path	- 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		
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 - I can evaluate the user experience of a website - 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 that a variable changes can be defined - I can identify examples of information that is variable - I can identify that variables can hold numbers or letters		- Privacy and security
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 - 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		- Privacy and security
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 - 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		- Privacy and security
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 - I can create algorithms for my project - I can explain my design choices		- Privacy and security
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 - I can create the artwork for my project - I can test the code that I have written		- Privacy and security

6	3	Programming A – Variables in games	6	To evaluate my project	- I can extend my game further using more variables - I can identify ways that my game could be improved - I can share my game with others		- Privacy and security
6	4	Data and information – Spreadsheets	1	To identify questions which can be answered using data	- I can answer questions from an existing data set - I can ask simple relevant questions which can be answered using data - I can explain the relevance of data headings		
6	4	Data and information – Spreadsheets	2	To explain that objects can be described using data	- I can apply an appropriate number format to a cell - I can build a data set in a spreadsheet application - I can explain what an item of data is		
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 - I can explain the relevance of a cell's data type - I can identify that changing inputs changes outputs		
6	4	Data and information – Spreadsheets	4	To apply formulas to data, including duplicating	- I can apply a formula to multiple cells by duplicating it - I can create a formula which includes a range of cells - I can recognise that data can be calculated using different operations		
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 - I can explain why data should be organised - 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 graph - I can suggest when to use a table or graph - I can use a graph to show the answer to questions		
6	5	Creating media – 3D Modelling	1	To use a computer to create and manipulate three-dimensional (3D) digital objects	- I can discuss the similarities and differences between 2D and 3D shapes - I can explain why we might represent 3D objects on a computer - I can select, move, and delete a digital 3D shape		- Copyright and ownership - Online relationships
6	5	Creating media – 3D Modelling	2	To compare working digitally with 2D and 3D graphics	- I can change the colour of a 3D object - I can identify how graphical objects can be modified - I can resize a 3D object		- Copyright and ownership - Online relationships
6	5	Creating media – 3D Modelling	3	To construct a digital 3D model of a physical object	- I can position 3D objects in relation to each other - I can rotate a 3D object - I can select and duplicate multiple 3D objects		- Copyright and ownership - Online relationships
6	5	Creating media – 3D Modelling	4	To identify that physical objects can be broken down into a collection of 3D shapes	- I can create digital 3D objects of an appropriate size - I can group a digital 3D shape and a placeholder to create a hole in an object - I can identify the 3D shapes needed to create a model of a real-world object		- Copyright and ownership - Online relationships
6	5	Creating media – 3D Modelling	5	To design a digital model by combining 3D objects	- I can choose which 3D objects I need to construct my model - I can modify multiple 3D objects - I can plan my 3D model		- Copyright and ownership - Online relationships
6	5	Creating media – 3D Modelling	6	To develop and improve a digital 3D model	- I can decide how my model can be improved - I can evaluate my model against a given criterion - I can modify my model to improve it		- Copyright and ownership - Online relationships
6	6	Programming B – Sensing	1	To create a program to run on a controllable device	- I can apply my knowledge of programming to a new environment - I can test my program on an emulator - I can transfer my program to a controllable device		
6	6	Programming B – Sensing	2	To explain that selection can control the flow of a program	- I can determine the flow of a program using selection - I can identify examples of conditions in the real world - I can use a variable in an if, then, else statement to select the flow of a program		
6	6	Programming B – Sensing	3	To update a variable with a user input	- I can experiment with different physical inputs - I can explain that if you read a variable, the value remains - I can use a condition to change a variable		
6	6	Programming B – Sensing	4	To use an conditional statement to compare a variable to a value	- I can explain the importance of the order of conditions in else, if statements - I can modify a program to achieve a different outcome - I can use an operand (e.g. <>=) in an if, then statement		
6	6	Programming B – Sensing	5	To design a project that uses inputs and outputs on a controllable device	- I can decide what variables to include in a project - I can design the algorithm for my project - I can design the program flow for my project		
6	6	Programming B – Sensing	6	To develop a program to use inputs and outputs on a controllable device	- I can create a program based on my design - I can test my program against my design - I can use a range of approaches to find and fix bugs		