Year Group	Suggested Order	Unit Name	Lesson	Learning Objectives	Success Criteria	Cross Curricular Links	Education for a Connected World
3	1	Computing systems and networks – Connecting computers	1	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		
3	1	Computing systems and networks – Connecting computers	2	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		
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 - I can recognise similarities between using digital devices and non-digital tools - 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 - I can explain how messages are passed through multiple connections - 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 - 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		
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 - I can identify networked devices around me - I can identify the benefits of computer networks		
3	2	Creating media – Animation	1	To explain that animation is a sequence of drawings or photographs	- I can create an effective flip book—style animation - I can draw a sequence of pictures - I can explain how an animation/flip book works		- Copyright and ownership - Managing online information
3	2	Creating media – Animation	2	To relate animated movement with a sequence of images	- I can create an effective stop-frame animation - I can explain why little changes are needed for each frame - I can predict what an animation will look like		- Copyright and ownership - Managing online information
3	2	Creating media – Animation	3	To plan an animation	- I can break down a story into settings, characters and events - I can create a storyboard - I can describe an animation that is achievable on screen		- Copyright and ownership - Managing online information
3	2	Creating media – Animation	4	To identify the need to work consistently and carefully	- I can evaluate the quality of my animation - I can review a sequence of frames to check my work - I can use onion skinning to help me make small changes between frames		- Copyright and ownership - Managing online information
3	2	Creating media – Animation	5	To review and improve an animation	- I can evaluate another learner's animation - I can explain ways to make my animation better - I can improve my animation based on feedback		- Copyright and ownership - Managing online information
3	2	Creating media – Animation	6	To evaluate the impact of adding other media to an animation	- I can add other media to my animation - I can evaluate my final film - I can explain why I added other media to my animation		- Copyright and ownership - Managing online information
3	3	Programming A – Sequence in music	1	To explore a new programming environment	- I can explain that objects in Scratch have attributes (linked to) - I can identify the objects in a Scratch project (sprites, backdrops) - I can recognise that commands in Scratch are represented as blocks		- Copyright and ownership - Managing online information
3	3	Programming A – Sequence in music	2	To identify that commands have an outcome	- I can choose a word which describes an on-screen action for my plan - I can create a program following a design - I can identify that each sprite is controlled by the commands I choose		- Copyright and ownership - Managing online information
3	3	Programming A – Sequence in music	3	To explain that a program has a start	- I can create a sequence of connected commands - I can explain that the objects in my project will respond exactly to the code - I can start a program in different ways		- Copyright and ownership - Managing online information
3	3	Programming A – Sequence in music	4	To recognise that a sequence of commands can have an order	- I can combine sound commands - I can explain what a sequence is - I can order notes into a sequence		- Copyright and ownership - Managing online information
3	3	Programming A – Sequence in music	5	To change the appearance of my project	- I can build a sequence of commands - I can decide the actions for each sprite in a program - I can make design choices for my artwork		- Copyright and ownership - Managing online information
3	3	Programming A – Sequence in music	6	To create a project from a task description	- I can identify and name the objects I will need for a project - I can implement my algorithm as code - I can relate a task description to a design		- Copyright and ownership - Managing online information

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 - I can investigate questions with yes/no answers - I can make up a yes/no question about a collection of objects		
3	4	Data and information – Branching databases	2	To identify the object attributes needed to collect relevant data	- 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		
3	4	Data and information – Branching databases	3	To create a branching database	- I can group objects using my own yes/no questions - I can prove my branching database works - I can select objects to arrange in a branching database		
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 - 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		
3	4	Data and information – Branching databases	5	To identify objects using a branching database	- I can create questions and apply them to a tree structure - I can select a theme and choose a variety of objects - I can use my branching database to answer questions		
3	4	Data and information – Branching databases	6	To compare the information shown in a pictogram with a branching database	- I can compare two ways of presenting information - I can explain what a branching database tells me - I can explain what a pictogram tells me		
3	5	Creating media – Desktop publishing	1	To recognise how text and images convey information	- I can explain the difference between text and images - I can identify the advantages and disadvantages of using text and images - I can recognise that text and images can communicate messages clearly		
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 - I can edit text - 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 - I can define the term 'page orientation' - 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 - I can make changes to content after I've added it - 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 - I can identify different layouts - 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 - I can identify the uses of desktop publishing in the real world - I can say why desktop publishing might be helpful		
3	6	Programming B – Events and actions	1	To explain how a sprite moves in an existing project	- I can choose which keys to use for actions and explain my choices - I can explain the relationship between an event and an action - I can identify a way to improve a program		
3	6	Programming B – Events and actions	2	To create a program to move a sprite in four directions	- I can choose a character for my project - I can choose a suitable size for a character in a maze - I can program movement		
3	6	Programming B – Events and actions	3	To adapt a program to a new context	- I can choose blocks to set up my program - I can consider the real world when making design choices - I can use a programming extension		
3	6	Programming B – Events and actions	4	To develop my program by adding features	- I can build more sequences of commands to make my design work - I can choose suitable keys to turn on additional features - I can identify additional features (from a given set of blocks)		
3	6	Programming B – Events and actions	5	To identify and fix bugs in a program	- I can match a piece of code to an outcome - I can modify a program using a design - I can test a program against a given design		
3	6	Programming B – Events and actions	6	To design and create a maze-based challenge	- I can evaluate my project - I can implement my design - I can make design choices and justify them		