

Year Group	Suggested Order	Unit Name	Lesson	Learning Objectives	Success Criteria	Cross Curricular Links	Education for a Connected World
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 - I can describe the internet as a network of networks - 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 - 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		
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 - 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		
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 - I can explain what media can be found on websites - 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 - I can explain that websites and their content are created by people - 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 - 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		
4	2	Creating media – Audio editing	1	To identify that sound can be digitally recorded	- I can identify digital devices that can record sound and play it back - I can identify the inputs and outputs required to play audio or record sound - I can recognise the range of sounds that can be recorded		- Copyright and ownership
4	2	Creating media – Audio editing	2	To use a digital device to record sound	- I can discuss what other people include when recording sound for a podcast - I can suggest how to improve my recording - I can use a device to record audio and play back sound		- Copyright and ownership
4	2	Creating media – Audio editing	3	To explain that a digital recording is stored as a file	- I can discuss why it is useful to be able to save digital recordings - I can plan and write the content for a podcast - I can save a digital recording as a file		- Copyright and ownership
4	2	Creating media – Audio editing	4	To explain that audio can be changed through editing	- I can discuss ways in which audio recordings can be altered - I can edit sections of of an audio recording - I can open a digital recording from a file		- Copyright and ownership
4	2	Creating media – Audio editing	5	To show that different types of audio can be combined and played together	- I can choose suitable sounds to include in a podcast - I can discuss sounds that other people combine - I can use editing tools to arrange sections of audio		- Copyright and ownership
4	2	Creating media – Audio editing	6	To evaluate editing choices made	- I can discuss the features of a digital recording I like - I can explain that digital recordings need to be exported to share them - I can suggest improvements to a digital recording		- Copyright and ownership
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 - I can explain the effect of changing a value of a command - I can program a computer by typing commands		- Copyright and ownership - Self-image and identity
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 - I can use a template to create a design for my program - I can write an algorithm to produce a given outcome		- Copyright and ownership - Self-image and identity
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 - I can identify patterns in a sequence - I can use a count-controlled loop to produce a given outcome		- Copyright and ownership - Self-image and identity
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 - 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		- Copyright and ownership - Self-image and identity

4	3	Programming A – Repetition in shapes	5	To decompose a task into small steps	<ul style="list-style-type: none"> <li>- I can explain that a computer can repeatedly call a procedure</li> <li>- I can identify 'chunks' of actions in the real world</li> <li>- I can use a procedure in a program</li> </ul>		<ul style="list-style-type: none"> <li>- Copyright and ownership</li> <li>- Self-image and identity</li> </ul>
4	3	Programming A – Repetition in shapes	6	To create a program that uses count-controlled loops to produce a given outcome	<ul style="list-style-type: none"> <li>- I can design a program that includes count-controlled loops</li> <li>- I can develop my program by debugging it</li> <li>- I can make use of my design to write a program</li> </ul>		<ul style="list-style-type: none"> <li>- Copyright and ownership</li> <li>- Self-image and identity</li> </ul>
4	4	Data and information – Data logging	1	To explain that data gathered over time can be used to answer questions	<ul style="list-style-type: none"> <li>- I can choose a data set to answer a given question</li> <li>- I can identify data that can be gathered over time</li> <li>- I can suggest questions that can be answered using a given data set</li> </ul>		
4	4	Data and information – Data logging	2	To use a digital device to collect data automatically	<ul style="list-style-type: none"> <li>- I can explain that sensors are input devices</li> <li>- I can identify that data from sensors can be recorded</li> <li>- I can use data from a sensor to answer a given question</li> </ul>		
4	4	Data and information – Data logging	3	To explain that a data logger collects 'data points' from sensors over time	<ul style="list-style-type: none"> <li>- I can identify a suitable place to collect data</li> <li>- I can identify the intervals used to collect data</li> <li>- I can talk about the data that I have captured</li> </ul>		
4	4	Data and information – Data logging	4	To use data collected over a long duration to find information	<ul style="list-style-type: none"> <li>- I can import a data set</li> <li>- I can use a computer program to sort data</li> <li>- I can use a computer to view data in different ways</li> </ul>		
4	4	Data and information – Data logging	5	To identify the data needed to answer questions	<ul style="list-style-type: none"> <li>- I can plan how to collect data using a data logger</li> <li>- I can propose a question that can be answered using logged data</li> <li>- I can use a data logger to collect data</li> </ul>		
4	4	Data and information – Data logging	6	To use collected data to answer questions	<ul style="list-style-type: none"> <li>- I can draw conclusions from the data that I have collected</li> <li>- I can explain the benefits of using a data logger</li> <li>- I can interpret data that has been collected using a data logger</li> </ul>		
4	5	Creating media – Photo editing	1	To explain that digital images can be changed	<ul style="list-style-type: none"> <li>- I can explain the effect that editing can have on an image</li> <li>- I can explore how images can be changed in real life</li> <li>- I can identify changes that we can make to an image</li> </ul>		
4	5	Creating media – Photo editing	2	To change the composition of an image	<ul style="list-style-type: none"> <li>- I can change the composition of an image by selecting parts of it</li> <li>- I can consider why someone might want to change the composition of an image</li> <li>- I can explain what has changed in an edited image</li> </ul>		
4	5	Creating media – Photo editing	3	To describe how images can be changed for different uses	<ul style="list-style-type: none"> <li>- I can choose effects to make my image fit a scenario</li> <li>- I can explain why my choices fit a scenario</li> <li>- I can talk about changes made to images</li> </ul>		
4	5	Creating media – Photo editing	4	To make good choices when selecting different tools	<ul style="list-style-type: none"> <li>- I can choose appropriate tools to retouch an image</li> <li>- I can give examples of positive and negative effects that retouching can have on an image</li> <li>- I can identify how an image has been retouched</li> </ul>		
4	5	Creating media – Photo editing	5	To recognise that not all images are real	<ul style="list-style-type: none"> <li>- I can combine parts of images to create new images</li> <li>- I can sort images into 'fake' or 'real' and explain my choices</li> <li>- I can talk about fake images around me</li> </ul>		
4	5	Creating media – Photo editing	6	To evaluate how changes can improve an image	<ul style="list-style-type: none"> <li>- I can compare the original image with my completed publication</li> <li>- I can consider the effect of adding other elements to my work</li> <li>- I can evaluate the impact of my publication on others through feedback</li> </ul>		
4	6	Programming B – Repetition in games	1	To develop the use of count-controlled loops in a different programming environment	<ul style="list-style-type: none"> <li>- I can list an everyday task as a set of instructions including repetition</li> <li>- I can modify a snippet of code to create a given outcome</li> <li>- I can predict the outcome of a snippet of code</li> </ul>		
4	6	Programming B – Repetition in games	2	To explain that in programming there are infinite loops and count controlled loops	<ul style="list-style-type: none"> <li>- I can choose when to use a count-controlled and an infinite loop</li> <li>- I can modify loops to produce a given outcome</li> <li>- I can recognise that some programming languages enable more than one process to be run at once</li> <li>- I can choose which action will be repeated for each object</li> </ul>		
4	6	Programming B – Repetition in games	3	To develop a design that includes two or more loops which run at the same time	<ul style="list-style-type: none"> <li>- I can evaluate the effectiveness of the repeated sequences used in my program</li> <li>- I can explain what the outcome of the repeated action should be</li> </ul>		

4	6	Programming B – Repetition in games	4	To modify an infinite loop in a given program	<ul style="list-style-type: none"> <li>- I can explain the effect of my changes</li> <li>- I can identify which parts of a loop can be changed</li> <li>- I can re-use existing code snippets on new sprites</li> </ul>		
4	6	Programming B – Repetition in games	5	To design a project that includes repetition	<ul style="list-style-type: none"> <li>- I can develop my own design explaining what my project will do</li> <li>- I can evaluate the use of repetition in a project</li> <li>- I can select key parts of a given project to use in my own design</li> </ul>		
4	6	Programming B – Repetition in games	6	To create a project that includes repetition	<ul style="list-style-type: none"> <li>- I can build a program that follows my design</li> <li>- I can evaluate the steps I followed when building my project</li> <li>- I can refine the algorithm in my design</li> </ul>		