Year	Unit Name	Lesson	Learning Objectives	Success Criteria	National Curriculum Links					
					1.1	1.2	1.3	1.4	1.5	1.6
A	Creating media (Y1) Digital painting	1	To describe what different freehand tools do	- I can draw lines on a screen and explain which tools I used - I can make marks on a screen and explain which tools I used - I can use the paint tools to draw a picture				■		
A	Creating media (Y1) Digital painting	2	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				■		
A	Creating media (Y1) Digital painting	3	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				■		
A	Creating media (Y1) Digital painting	4	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				■		
A	Creating media (Y1) Digital painting	5	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				■		
A	Creating media (Y1) Digital painting	6	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				■		
A	Creating media (Y2) Digital photography	1	To use a digital device to take a photograph	- 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				■	■	■
A	Creating media (Y2) Digital photography	2	To make choices when taking a photograph	- 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				■	■	■
A	Creating media (Y2) Digital photography	3	To describe what makes a good photograph	- 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				■	■	■
A	Creating media (Y2) Digital photography	4	To decide how photographs can be improved	- 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				■	■	■
A	Creating media (Y2) Digital photography	5	To use tools to change an image	- I can explain my choices - I can recognise that images can be changed - I can use a tool to achieve a desired effect				■	■	■
A	Creating media (Y2) Digital photography	6	To recognise that photos can be changed	- 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				■	■	■
A	Programming B (Y1) Introduction to animation	1	To choose a command for a given purpose	- I can compare different programming tools - I can find which commands to move a sprite - I can use commands to move a sprite	■	■	■	■		

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					1.1	1.2	1.3	1.4	1.5	1.6
A	Programming B (Y1) Introduction to animation	2	To show that a series of commands can be joined together	- 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	■	■	■	■		
A	Programming B (Y1) Introduction to animation	3	To identify the effect of changing a value	- I can change the value - I can find blocks that have numbers - I can say what happens when I change a value	■	■	■	■		
A	Programming B (Y1) Introduction to animation	4	To explain that each sprite has its own instructions	- 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	■	■	■	■		
A	Programming B (Y1) Introduction to animation	5	To design the parts of a project	- I can choose appropriate artwork for my project - I can create an algorithm for each sprite - I can decide how each sprite will move	■	■	■	■		
A	Programming B (Y1) Introduction to animation	6	To use my algorithm to create a program	- 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	■	■	■	■		
B	Data and information (Y2) Pictograms	1	To recognise that we can count and compare objects using tally charts	- 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				■		■
B	Data and information (Y2) Pictograms	2	To recognise that objects can be represented as pictures	- 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				■		■
B	Data and information (Y2) Pictograms	3	To create a pictogram	- 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				■		■
B	Data and information (Y2) Pictograms	4	To select objects by attribute and make comparisons	- 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				■		■
B	Data and information (Y2) Pictograms	5	To recognise that people can be described by attributes	- 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				■		■
B	Data and information (Y2) Pictograms	6	To explain that we can present information using a computer	- 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				■		■
B	Creating media (Y1) Digital painting	1	To describe what different freehand tools do	- I can draw lines on a screen and explain which tools I used - I can make marks on a screen and explain which tools I used - I can use the paint tools to draw a picture				■		
B	Creating media (Y1) Digital painting	2	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				■		
B	Creating media (Y1) Digital painting	3	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				■		

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B	Creating media (Y1) Digital painting	5	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				■		
B	Creating media (Y1) Digital painting	6	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				■		
B	Programming A (Y1) Moving a robot	4	To combine four direction commands to make sequences	- 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	■	■	■		■	
B	Programming A (Y1) Moving a robot	5	To plan a simple program	- I can choose the order of commands in a sequence - I can debug my program - I can explain what my program should do	■	■	■		■	
B	Programming A (Y1) Moving a robot	6	To find more than one solution to a problem	- I can identify several possible solutions - I can plan two programs - I can use two different programs to get to the same place	■	■	■		■	
B	Programming A (Y2) Robot algorithms	4	To explain that programming projects can have code and artwork	- 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	■	■	■	■		
B	Programming A (Y2) Robot algorithms	5	To design an algorithm	- 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	■	■	■	■		
B	Programming A (Y2) Robot algorithms	6	To create and debug a program that I have written	- 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	■	■	■	■		