Year Group		Unit Name	Learning Objectives	National Curriculum Links						Teach Computing Taxonomy										Cross Curricular Links
				1.1	1.2	1.3	1.4	1.5	1.6	Algorithms	Creating Media	Computer Systems	Design and Develope..	Data and information	Effective use of tools	Information Technology	Computer Networks	Programming	Safety and security	
1	Autumn 1	Computing systems and networks – Technology around us	-To identify technology				■	■	■			■				■				
			-To identify a computer and its main parts				■	■	■			■								
Vocabulary: technology, computer, mouse, trackpad, keyboard, screen, double-click, typing			-To use a mouse in different ways				■	■	■			■			■					
			-To use a keyboard to type on a computer				■	■	■			■			■					
			-To use the keyboard to edit text				■	■	■			■			■					
			-To create rules for using technology responsibly				■	■	■			■			■				■	
1	Autumn 2	Creating media – Digital painting	-To describe what different freehand tools do				■				■				■					Art and Design
			-To use the shape tool and the line tools				■				■				■					Art and Design
Vocabulary: paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting, computers			-To make careful choices when painting a digital picture				■				■				■					Art and Design
			-To explain why I chose the tools I used				■				■		■		■					Art and Design
			-To use a computer on my own to paint a picture				■				■				■					Art and Design
			-To compare painting a picture on a computer and on paper				■				■		■		■					Art and Design
1	Spring 1	Programming A – Moving a robot	-To explain what a given command will do	■	■	■		■		■										English – writing
			-To act out a given word	■	■	■		■		■						■				English – writing
Vocabulary: Bee-Bot, forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, route, plan, algorithm, program			-To combine forwards and backwards commands to make a sequence	■	■	■		■										■		English – writing
			-To combine four direction commands to make sequences	■	■	■		■										■		English – writing
			-To plan a simple program	■	■	■		■		■			■							English – writing
			-To find more than one solution to a problem	■	■	■		■		■										English – writing
1	Spring 2	Data and information – Grouping data	-To label objects				■		■					■						
			-To identify that objects can be counted				■		■					■						
Vocabulary: object, label, group, search, image, property, colour, size, shape, value, data set, more, less, most, fewest, least, the same			-To describe objects in different ways				■		■					■						
			-To count objects with the same properties				■		■					■						
			-To compare groups of objects				■		■					■						
			-To answer questions about groups of objects				■		■					■						
1	Summer 1	Creating media – Digital writing	-To use a computer to write				■		■		■				■					
			-To add and remove text on a computer				■		■		■				■					
Vocabulary: word processor, keyboard, keys, letters, type, numbers, space, backspace, text cursor, capital letters, toolbar, bold, italic, underline, mouse, select, font, undo, redo, format, compare, typing, writing			-To identify that the look of text can be changed on a computer				■		■		■				■					
			-To make careful choices when changing text				■		■		■				■					
			-To explain why I used the tools that I chose				■		■		■		■		■					
			-To compare typing on a computer to writing on paper				■		■		■				■					
1	Summer 2	Programming B - Programming animations	-To choose a command for a given purpose	■	■	■												■		
			-To show that a series of commands can be joined together	■	■	■												■		
Vocabulary: ScratchJr, command, sprite, compare, programming, area, block, joining, start, run, program, background, delete, reset, algorithm, predict, effect, change, value, instructions, design			-To identify the effect of changing a value	■	■	■												■		
			-To explain that each sprite has its own instructions	■	■	■												■		
			-To design the parts of a project	■	■	■							■					■		
			-To use my algorithm to create a program	■	■	■				■			■					■		
2	Autumn 1	Computing systems and networks – IT around us	-To recognise the uses and features of information technology				■					■					■		■	
			-To identify the uses of information technology in the school				■					■				■	■			
Vocabulary: Information technology (IT), computer, barcode, scanner/scan			-To identify information technology beyond school				■					■				■	■			
			-To explain how information technology helps us				■					■				■	■			
			-To explain how to use information technology safely				■					■					■		■	
			-To recognise that choices are made when using information technology				■					■				■	■			
2	Autumn 2	Creating media – Digital photography	-To use a digital device to take a photograph				■				■	■								Art and design
			-To make choices when taking a photograph				■				■	■			■					Art and design
Vocabulary: device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, framing, lighting,			-To describe what makes a good photograph				■				■	■	■							Art and design
			-To decide how photographs can be improved				■				■	■	■		■					Art and design
			-To use tools to change an image				■				■	■			■					Art and design
			-To recognise that photos can be changed				■				■	■			■					Art and design
2	Spring 1	Programming A – Robot algorithms	-To describe a series of instructions as a sequence	■	■	■				■										
			-To explain what happens when we change the order of instructions	■	■	■				■										
Vocabulary: instruction, sequence, clear, unambiguous, algorithm, program, order, prediction, artwork, design, route, mat, debugging, decomposition			-To use logical reasoning to predict the outcome of a program	■	■	■				■								■		
			-To explain that programming projects can have code and artwork	■	■	■				■			■					■		
			-To design an algorithm	■	■	■				■			■					■		
			-To create and debug a program that I have written	■	■	■				■			■					■		
2	Spring 2	Data and information – Pictograms	-To recognise that we can count and compare objects using tally charts				■		■					■						Maths
			-To recognise that objects can be represented as pictures				■		■					■	■					Maths
Vocabuulary: more than, less than, most, least, common, popular, organise, data, object, tally chart, votes, total, pictogram, enter, data, compare, objects, count, explain, attribute, group, same, different, conclusion, block diagram, sharing			-To create a pictogram				■		■					■	■					Maths
			-To select objects by attribute and make comparisons				■		■					■	■					Maths
			-To recognise that people can be described by attributes				■		■					■	■					Maths
			-To explain that we can present information using a computer				■		■					■	■				■	Maths
2	Summer 1	Creating media - Digital music	-To say how music can make us feel				■				■									Music
			-To identify that there are patterns in music				■				■									Music
Vocabulary: music, quiet, loud, feelings, emotions, pattern, rhythm, pulse, pitch, tempo, rhythm, notes, create, emotion, beat, instrument, open, edit			-To experiment with sound using a computer				■				■			■						Music
			-To use a computer to create a musical pattern				■				■			■						Music
			-To create music for a purpose				■				■		■		■					Music
			-To review and refine our computer work				■				■				■					Music
2	Summer 2	Programming B - Programming quizzes	-To explain that a sequence of commands has a start	■	■	■												■		
			-To explain that a sequence of commands has an outcome	■	■	■												■		
Vocabulary: sequence, command, program, run, start, outcome, predict, blocks, design, actions, sprite, project, modify, change, algorithm, build, match, compare, debug, features, evaluate, decomposition, code.			-To create a program using a given design	■	■	■							■					■		
			-To change a given design	■	■	■							■					■		
			-To create a program using my own design	■	■	■							■					■		
			-To decide how my project can be improved	■	■	■							■					■		