



St Bartholomew's Computing - Long Term Plan - Year B

Year B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6																																						
Apple Reception	Technology in the Early Years will mean: <ul style="list-style-type: none">taking a photograph with a camera or tabletsearching for information on the internetplaying games on the interactive whiteboardexploring an old typewriter or other mechanical/electronic toyscontrolling toys using a remote controlusing a Beebotwatching a video cliplistening to musicreading ebooksusing the apps on the ipads (suggested apps only)use paint and writing apps to develop skills in other areas of the curriculumusing sound buttons to access provision and challenges																																											
Apple Reception Termly Focus	Online Safety	Online Safety and Technology at home	Online Safety and Technology in school	Online Safety and Technology in school	Online Safety and Technology in school	Online Safety and Programmable toys																																						
Apple Y1	<p>Technology around us</p> <p>Recognising technology in school and using it responsibly.</p> <p>(Computer systems and networks)</p> <table><tr><th>Learning Intention</th><th>Success Criteria</th></tr><tr><td>Lesson 1 To know how to identify technology</td><td>I can explain technology as something that helps us I can locate examples of technology in the classroom I can explain how these technology examples help us</td></tr><tr><td>Lesson 2 To know how to identify a computer and its main parts</td><td>I can name the main parts of a computer I can switch on and log into a computer I can use a mouse to click and drag</td></tr></table>	Learning Intention	Success Criteria	Lesson 1 To know how to identify technology	I can explain technology as something that helps us I can locate examples of technology in the classroom I can explain how these technology examples help us	Lesson 2 To know how to identify a computer and its main parts	I can name the main parts of a computer I can 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<div>Lesson 2 To know that objects can be represented as pictures</div>	<div>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</div>	<div>Lesson 2 To know how to add and remove text on a computer</div>	<div>I can enter text into a computer I can use letter, number, and Space keys I can use Backspace to remove text</div>	<div>Lesson 2 To know that a series of commands can be joined together</div>	<div>I can use more than one block by joining them together I can use a Start block in a program I can run my program</div>	<div>collection of objects I can create two groups of objects separated by one attribute</div>	<div></div>	<div></div>	<div></div>	<div>Lesson 2 To know how to run my program</div>	<div></div>	<div>Lesson 2 To know how to recognise that text and layout can be edited</div>	<div>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</div>
<div>Lesson 3 To know how to create a pictogram</div>	<div>I can organise data in a tally chart I can use a tally chart to create a pictogram I can explain what the pictogram shows</div>	<div>Lesson 3 To know how to identify that the look of text can be changed on a computer</div>	<div>I can type capital letters I can explain what the keys that I have already learnt about do I can identify the toolbar and use bold, italic, and underline</div>	<div>Lesson 3 To know how to identify the effect of changing a value</div>	<div>I can find blocks that have numbers I can change the value I can say what happens when I change a value</div>	<div>I can select an attribute to separate objects into groups I can create a group of objects within an existing group I can arrange objects into a tree structure</div>	<div></div>	<div></div>	<div>I can predict the outcome of a sequence of commands I can match two sequences with the same outcome I can change the outcome of a sequence of commands</div>	<div></div>	<div>Lesson 3 To know how to choose appropriate page settings</div>	<div>I can explain what 'page orientation' means I can recognise placeholders and say why they are important I can create a template for a particular purpose</div>	
<div>Lesson 4 To know how to select objects by attribute and make comparisons</div>	<div>I can tally objects using a common attribute I can create a pictogram to arrange objects by an attribute I can answer 'more than'/'less than' and 'most/least' questions about an attribute</div>	<div>Lesson 4 To know how to make careful choices when changing text</div>	<div>I can select a word by double-clicking I can select all of the text by clicking and dragging I can change the font</div>	<div>Lesson 4 To know that each sprite has its own instructions</div>	<div>I can show that a project can include more than one sprite I can delete a sprite I can add blocks to each of my sprites</div>	<div>I can select objects to arrange in a branching database I can group objects using my own yes/no questions I can test my branching database to see if it works</div>	<div></div>	<div></div>	<div>I can work out the actions of a sprite in an algorithm I can decide which blocks to use to meet the design I can build the sequences of blocks I need</div>	<div></div>	<div>Lesson 4 To know how to add content to a desktop publishing publication</div>	<div>I can choose the best locations for my content I can paste text and images to create a magazine cover I can make changes to content after I've added it</div>	
<div>Lesson 5 To know that people can be described by attributes</div>	<div>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</div>	<div>Lesson 5 To know how to explain why I used the tools that I chose</div>	<div>I can say what tool I used to change the text I can decide if my changes have improved my writing I can use 'Undo' to remove changes</div>	<div>Lesson 5 To know how to design the parts of a project</div>	<div>I can choose appropriate artwork for my project I can decide how each sprite will move I can create an algorithm for each sprite</div>	<div>I can create yes/no questions using given attributes I can compare two branching database structures I can explain that questions need to be ordered carefully to split objects into similarly sized groups</div>	<div></div>	<div></div>	<div>I can choose backgrounds for the design I can choose characters for the design I can create a program based on the new design</div>	<div></div>	<div>Lesson 5 To know how different layouts can suit different purposes</div>	<div>I can identify different layouts I can match a layout to a purpose I can choose a suitable layout for a given purpose</div>	
<div>Lesson 6 To know that we can present information using a computer</div>	<div>I can use a computer program to present information in different ways I can share what I have found out using a computer I can give simple examples of why information should not be shared</div>	<div>Lesson 6 To know how to compare typing on a computer to writing on paper</div>	<div>I can make changes to text on a computer I can explain the differences between typing and writing I can say why I prefer typing or writing</div>	<div>Lesson 6 To know how to use my algorithm to create a program</div>	<div>I can use sprites that match my design I can add programming blocks based on my algorithm I can test the programs I have created</div>	<div>Lesson 4 To know how to explain why it is helpful for a database to be well structured</div>	<div>I can create why it is helpful for a database to be well structured</div>	<div></div>	<div>Lesson 4 To know how to change a given design</div>	<div>I can choose the images for my own design I can create an algorithm I can build sequences of blocks to match my design</div>	<div>Lesson 6 To know the benefits of desktop publishing</div>	<div>I can identify the uses of desktop publishing in the real world I can say why desktop publishing might be helpful I can compare work made on desktop publishing to work created by hand</div>	
				<div>Sequencing sounds</div>				<div>Events and actions in programs</div>					
				<div>Creating sequences in a block-based programming</div>				<div>Writing algorithms and programs that use a range of events</div>					

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Oak Y4/5	Connecting computers	Repetition in shapes	Vector drawing Creating images in a drawing	Selection in physical computing	The internet Recognising the internet as a	Audio production Capturing and editing audio to																												

Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.

(Computer systems and networks)

Learning Intention	Success Criteria
Lesson 1 To know 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
Lesson 2 To know how 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
Lesson 3 To know how digital devices can change the way that we work	I can explain how I use digital devices for different activities I can recognise similarities between using digital devices and using non-digital tools I can suggest differences between using digital devices and using non-digital tools
Lesson 4 To know how a computer network can be used to share information	I can recognise different connections I can explain how messages are passed through multiple connections I can discuss why we need a network switch
Lesson 5 To know how digital devices can be connected	I can recognise that a computer network is made up of a number of devices 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
Lesson 6 To know how the physical components of a network	I can identify how devices in a network are connected together I can identify networked devices around me

Using a text-based programming language to explore count-controlled loops when drawing shapes.

(Programming A)

Learning Intention	Success Criteria
Lesson 1 To know that accuracy in programming is important	I can program a computer by typing commands I can explain the effect of changing a value of a command I can create a code snippet for a given purpose
Lesson 2 To know how to create a program in a text-based language	I can use a template to draw what I want my program to do I can write an algorithm to produce a given outcome I can test my algorithm in a text-based language
Lesson 3 To know what 'repeat' means	I can identify repetition in everyday tasks I can identify patterns in a sequence I can use a count-controlled loop to produce a given outcome
Lesson 4 To know how to modify a count-controlled loop to produce a given outcome	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 I can choose which values to change in a loop
Lesson 5 To know how to decompose a task into small steps	I can identify 'chunks' of actions in the real world I can use a procedure in a program I can explain that a computer can repeatedly

program by using layers and groups of objects.

(Creating media)

Learning Intention	Success Criteria
Lesson 1 To know how to identify that drawing tools can be used to produce different outcomes	I can recognise that vector drawings are made using shapes I can experiment with the shape and line tools I can discuss how vector drawings are different from paper-based drawings
Lesson 2 To know how to create a vector drawing by combining shapes	I can identify the shapes used to make a vector drawing I can explain that each element added to a vector drawing is an object I can move, resize, and rotate objects I have duplicated
Lesson 3 To know how to use tools to achieve a desired effect	I can use the zoom tool to help me add detail to my drawings I can explain how alignment grids and resize handles can be used to improve consistency I can modify objects to create a new image
Lesson 4 To know that vector drawings consist of layers	I can identify that each added object creates a new layer in the drawing I can change the order of layers in a vector drawing I can use layering to create an image
Lesson 5 To know how to group objects to make them easier to work with	I can copy part of a drawing by duplicating several objects I can recognise when I need to group and ungroup objects I can reuse a group of objects to further develop my vector drawing
Lesson 6 To know how to apply what I have learned about vector drawings	I can create a vector drawing for a specific purpose I can reflect on the skills I have used and why I have used them I can compare vector drawings to freehand paint drawings

Exploring conditions and selection using a programmable microcontroller.

(Programming A)

Learning Intention	Success Criteria
Lesson 1 To know how to control a simple circuit connected to a computer	I can create a simple circuit and connect it to a microcontroller I can program a microcontroller to make an LED switch on I can explain what an infinite loop does
Lesson 2 To know how to write a program that includes count-controlled loops	I can connect more than one output component to a microcontroller I can use a count-controlled loop to control outputs I can design sequences that use count-controlled loops
Lesson 3 To know that a loop can stop when a condition is met	I can explain that a condition is either true or false I can design a conditional loop I can program a microcontroller to respond to an input
Lesson 4 To know that a loop can be used to repeatedly check whether a condition has been met	I can explain that a condition being met can start an action I can identify a condition and an action in my project I can use selection (an 'if...then...' statement) to direct the flow of a program
Lesson 5 To know how to design a physical project that includes selection	I can identify a real-world example of a condition starting an action I can describe what my project will do I can create a detailed drawing of my project
Lesson 6 To know how to create a program that controls a physical computing project	I can write an algorithm that describes what my model will do I can use selection to produce an intended outcome I can test and debug my project

network of networks including the WWW, and why we should evaluate online content.

(Computer systems and networks)

Learning Intention	Success Criteria
Lesson 1 To know how networks physically connect to other networks	I can describe the internet as a network of networks I can demonstrate how information is shared across the internet I can discuss why a network needs protecting
Lesson 2 To know 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
Lesson 3 To know how websites can be shared via the World Wide Web (WWW)	I can explain the types of media that can be shared on the WWW I can describe where websites are stored when uploaded to the WWW I can describe how to access websites on the WWW
Lesson 4 To know how content can be added and accessed on the World Wide Web (WWW)	I can explain what media can be found on websites I can recognise that I can add content to the WWW I can explain that internet services can be used to create content online
Lesson 5 To know how the content of the WWW is created by people	I can explain that websites and their content are created by people I can suggest who owns the content on websites I can explain that there are rules to protect content

produce a podcast, ensuring that copyright is considered.

(Creating media)

Learning Intention	Success Criteria
Lesson 1 To know that sound can be recorded	I can identify the input and output devices used to record and play sound I can use a computer to record audio I can explain that the person who records the sound can say who is allowed to use it
Lesson 2 To know that audio recordings can be edited	I can re-record my voice to improve my recording I can inspect the soundwave view to know where to trim my recording I can discuss what sounds can be added to a podcast
Lesson 3 To know how to recognise the different parts of creating a podcast project	I can explain how sounds can be combined to make a podcast more engaging I can save my project so the different parts remain editable I can plan appropriate content for a podcast
Lesson 4 To know how to apply audio editing skills independently	I can record content following my plan I can review the quality of my recordings I can improve my voice recordings
Lesson 5 To know how to combine audio to enhance my podcast project	I can open my project to continue working on it I can arrange multiple sounds to create the effect I want I can explain the difference between saving a project and exporting an audio file
Lesson 6 To know how to evaluate the effective use of audio	I can listen to an audio recording to identify its strengths I can suggest improvements to an audio recording I can choose appropriate edits to improve my podcast

	<table><tr><td></td><td>I can identify the benefits of computer networks</td></tr></table>		I can identify the benefits of computer networks	<table><tr><td></td><td>call a procedure</td></tr><tr><td>Lesson 6 To know how to create a program that uses count-controlled loops to produce a given outcome</td><td>I can design a program that includes count-controlled loops I can make use of my design to write a program I can develop my program by debugging it</td></tr></table>		call a procedure	Lesson 6 To know how to create a program that uses count-controlled loops to produce a given outcome	I can design a program that includes count-controlled loops I can make use of my design to write a program I can develop my program by debugging it			<table><tr><td>Lesson 6 To know how to evaluate the consequences of unreliable content</td><td>I can explain that not everything on the World Wide Web is true I can explain why some information I find online may not be honest, accurate, or legal I can explain why I need to think carefully before I share or reshare content</td></tr></table>	Lesson 6 To know how to evaluate the consequences of unreliable content	I can explain that not everything on the World Wide Web is true I can explain why some information I find online may not be honest, accurate, or legal I can explain why I need to think carefully before I share or reshare content																																																					
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Willow Y6	<p><u>Communication and collaboration</u></p> <p>Identifying and exploring how data is transferred and information is shared online.</p> <p>(Computer systems and networks)</p> <table><tr><th>Learning Intention</th><th>Success Criteria</th></tr><tr><td>Lesson 1 To know the importance of internet addresses</td><td>I can recognise that data is transferred using agreed methods I can explain that internet devices have addresses I can describe how computers use addresses to access websites</td></tr><tr><td>Lesson 2 To know how data is transferred across the internet</td><td>I can identify and explain the main parts of a data packet I can explain that data is transferred over networks in packets I can explain that all data transferred over the internet is in packets</td></tr><tr><td>Lesson 3 To know how sharing information online can help people to work together</td><td>I can recognise how to access shared files stored online I can send information over the internet in different 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	<p>Lesson 5 To know how we communicate using technology</p>	<p>I can explain the different ways in which people communicate I can identify that there are a variety of ways to communicate over the internet I can choose methods of communication to suit particular purposes</p>
	<p>Lesson 6 To know how to evaluate different methods of online communication</p>	<p>I can compare different methods of communicating on the internet I can decide when I should and should not share information online I can explain that communication on the internet may not be private</p>
	<p>Lesson 5 To know the outline the need for a navigation path</p>	<p>I can explain what a navigation path is I can describe why navigation paths are useful I can make multiple web pages and link them using hyperlinks</p>
	<p>Lesson 6 To know the implications of linking to content owned by other people</p>	<p>I can explain the implication of linking to content owned by others I can create hyperlinks to link to other people's work I can evaluate the user experience of a website</p>
	<p>Lesson 4 To know how to design a project that builds on a given example</p>	<p>I can choose the artwork for my project I can create algorithms for my project I can explain my design choices</p>
	<p>Lesson 5 To know how to use my design to create a project</p>	<p>I can create the artwork for my project I can choose a name that identifies the role of a variable I can test the code that I have written</p>
	<p>Lesson 6 To know how to evaluate my project</p>	<p>I can identify ways that my game could be improved I can use variables to extend my game I can share my game with others</p>
	<p>Lesson 6 To know how to create my own digital 3D model</p>	<p>I can construct a 3D model based on a design I can explain how my 3D model could be improved I can modify my 3D model to improve it</p>
	<p>Lesson 5 To know how to design a project that uses inputs and outputs on a controllable device</p>	<p>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</p>
	<p>Lesson 6 To know how to develop a program to use inputs and outputs on a controllable device</p>	<p>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</p>
	<p>Lesson 5 To know how to create a spreadsheet to plan an event</p>	<p>I can use a spreadsheet to answer questions I can explain why data should be organised I can apply a formula to calculate the data I need to answer questions</p>
	<p>Lesson 6 To know how to choose suitable ways to present data</p>	<p>I can produce a chart I can use a chart to show the answer to a question I can suggest when to use a table or chart</p>



St Bartholomew's Computing - Long Term Plan - Year A

Year A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6																																										
Apple Reception	<p>Technology in the Early Years will mean:</p> <ul style="list-style-type: none">taking a photograph with a camera or tabletsearching for information on the internetplaying games on the interactive whiteboardexploring an old typewriter or other mechanical/electronic toyscontrolling toys using a remote controlusing a Beebotwatching a video cliplistening to musicreading ebooksusing the apps on the ipads (suggested apps only)use paint and writing apps to develop skills in other areas of the curriculum <p>using sound buttons to access provision and challenges</p>																																															
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Lesson 1 To know how to identify technology	I can explain technology as something that helps us I can locate examples of technology in the classroom I can explain how these technology examples help us																																															
Lesson 2 To know how to identify a computer and its main parts	I can name the main parts of a computer I can switch on and log into a computer I can use a mouse to click and drag																																															
Lesson 3 To know how to use a mouse in different ways	I can use a mouse to open a program I can click and drag to																																															
Learning Intention	Success Criteria																																															
Lesson 1 To know how to label objects	I can describe objects using labels I can match objects to groups I can identify the label for a group of objects																																															
Lesson 2 To know that objects can be counted	I can count objects I can group objects I can count a group of objects																																															
Lesson 3 To know how to describe objects in different ways	I can describe an object I can describe a property of an object I can find objects with similar properties																																															
Learning Intention	Success Criteria																																															
Lesson 1 To know what a given command will do	I can predict the outcome of a command on a device I can match a command to an outcome I can run a command on a device																																															
Lesson 2 To know how to act out a given word	I can follow an instruction I can recall words that can be acted out I can give directions																																															
Lesson 3 To know how to combine 'forwards' and 'backwards' commands to make a sequence	I can compare forward and backward movements I can start a sequence from the same place																																															
Learning Intention	Success Criteria																																															
Lesson 1 To know what different freehand tools do	I can make marks on a screen and explain which tools I used I can draw lines on a screen and explain which tools I used I can use the paint tools to draw a picture																																															
Lesson 2 To know how 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																																															
Learning Intention	Success Criteria																																															
Lesson 1 To know how to use a digital device to take a photograph	I can recognise what devices can be used to take photographs I can talk about how to take a photograph I can explain what I did to capture a digital photo																																															
Lesson 2 To know how to make choices when taking a photograph	I can explain the process of taking a good photograph I can take photos in both landscape and portrait format I can explain why a photo looks better in portrait or landscape format																																															
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Palm Y2/Y3	<div>Twinkl – Using the internet Y2</div> <p>This unit introduces children to using the Internet safely and with a purpose. Children are shown how to search the Internet using one word; how to make sense of the returned results; how to use “for kids” to return more suitable results; how to follow links and return to the search results.</p> <table><tr><td>Learning Intention</td><td>Success Criteria</td></tr></table>	Learning Intention	Success Criteria	<div>Making Music/Digital Music</div> <p>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</p> <p>(Creating media)</p> <table><tr><td>Learning Intention</td><td>Success Criteria</td></tr><tr><td>Lesson 1 To know how music can make us feel</td><td>I can identify simple differences in pieces of music I can describe music using adjectives I can say what I do and don't like about</td></tr></table>	Learning Intention	Success Criteria	Lesson 1 To know how music can make us feel	I can identify simple differences in pieces of music I can describe music using adjectives I can say what I do and don't like about	<div>Twinkl – Preparing for turtle logo Y2</div> <p>This unit has two main aims, to enable children to create, test and debug algorithms, and preparing children to use the language of Turtle Logo.</p> <table><tr><td>Learning Intention</td><td>Success Criteria</td></tr><tr><td>Lesson 1 To know how to give and follow an algorithm to turn right or left.</td><td>I can give clear accurate instructions. I can give instructions in order. I can write instructions. I can check instructions.</td></tr></table>	Learning Intention	Success Criteria	Lesson 1 To know how to give and follow an algorithm to turn right or left.	I can give clear accurate instructions. I can give instructions in order. I can write instructions. I can check instructions.	<div>Twinkl - Internet Research and Communication Y3</div> <p>This unit focuses on how to effectively search using keywords and how to safely communicate online.</p> <table><tr><td>Learning Intention</td><td>Success Criteria</td></tr><tr><td>Lesson 1 To know how to identify how word order affects search results.</td><td>I can use different word orders when searching. I can identify which search provides the better results.</td></tr></table>	Learning Intention	Success Criteria	Lesson 1 To know how to identify how word order affects search results.	I can use different word orders when searching. I can identify which search provides the better results.	<div>Twinkl - Online safety Y3</div> <p>Children are introduced to email and other forms of online communication. They will look at how to write and send emails, as well as how to decide if an email is safe to open. They will build on their existing knowledge of cyberbullying and how to deal with unkind behaviour online.</p>	<div>Stop-frame animation</div> <p>Capturing and editing digital still images to produce a stop-frame animation that tells a story.</p> <p>(Creating Media)</p> <table><tr><td>Learning Intention</td><td>Success Criteria</td></tr><tr><td>Lesson 1 To know that animation is a sequence of drawings or photographs</td><td>I can draw a sequence of pictures I can create an effective flip book—style animation I can explain how an animation/flip book works</td></tr></table>	Learning Intention	Success Criteria	Lesson 1 To know that animation is a sequence of drawings or photographs	I can draw a sequence of pictures I can create an effective flip book—style animation I can explain how an animation/flip book works																														
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	<table><tr><td>Lesson 1 To know how to search the internet using one word and know how to stay safe when using the internet.</td><td>I can type in an address for a search engine. I can type one word into a search engine and return results. I can recognise some information about the returned results. I can find child-friendly search engines. I can avoid using any private or personal information online. I can tell an adult if anything on the Internet makes me feel uncomfortable.</td></tr><tr><td>Lesson 2 To know how to search the internet for results suitable for children and search information safely.</td><td>I can type in an address for a search engine. I can add the words "for kids" to my search. I can recognise some information about the returned results. I can choose sensible words to search for. I can explain that I need to tell an adult if something makes me uncomfortable online.</td></tr><tr><td>Lesson 3 To know how to follow links to another webpage.</td><td>I can recognise links on a webpage. I can click once to follow a link. I can go back to the previous page or pages. I can look at where a link will take me before I click on it. I can tell an adult if something online makes me feel uncomfortable.</td></tr><tr><td>Lesson 4 To know how to create content for an online blog and use a camera to take safe photos to use online.</td><td>I can recognise links on a webpage. I can click once to follow a link. I can go back to the previous page or pages. I can look at where a link will take me before I click on it. I can tell an adult if something online makes me feel uncomfortable.</td></tr><tr><td>Lesson 5 To know how to create content for an online blog and use it safely and respectfully.</td><td>I can find a saved photo on the computer. 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Lesson 2 To know how to search the internet for results suitable for children and search information safely.	I can type in an address for a search engine. I can add the words "for kids" to my search. I can recognise some information about the returned results. I can choose sensible words to search for. I can explain that I need to tell an adult if something makes me uncomfortable online.																																																																											
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Lesson 3 To know how to experiment with sound using a computer	I can connect images with sounds I can use a computer to experiment with pitch I can relate an idea to a piece of music																																																																											
Lesson 4 To know how to use a computer to create a musical pattern	I can identify that music is a sequence of notes I can explain how my music can be played in different ways I can refine my musical pattern on a computer																																																																											
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Oak Y4/Y5	<p>Systems and Searching</p> <p>In this unit, learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale</p>	<p>Flat-file databases</p> <p>Using a database to order data and create charts to answer questions.</p> <p>(Data and information)</p> <table><tr><td>Learning Intention</td><td>Success Criteria</td></tr></table>	Learning Intention	Success Criteria	<p>Repetition in games</p> <p>Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</p>	<p>Video production</p> <p>Planning, capturing, and editing video to produce a short film.</p> <p>(Creating media)</p> <table><tr><td>Learning Intention</td><td>Success Criteria</td></tr></table>	Learning Intention	Success Criteria	<p>Photo editing</p> <p>Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.</p> <p>(Creating Media)</p>	<p>Selection in quizzes</p> <p>Exploring selection in programming to design and code an interactive quiz.</p> <p>(Programming B)</p>																																																																		
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systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.

(Computer systems and networks)

Learning Intention	Success Criteria
Lesson 1 To know how to explain that computers can be connected together to form systems	<p>I can explain that systems are built using a number of parts</p> <p>I can describe the input, process, and output of a digital system</p> <p>I can explain that computer systems communicate with other devices</p>
Lesson 2 To know how to recognise the role of computer systems in our lives	<p>I can identify tasks that are managed by computer systems</p> <p>I can identify the human elements of a computer system</p> <p>I can explain the benefits of a given computer system</p>
Lesson 3 To know how to use a search engine	<p>I can make use of a web search to find specific information</p> <p>I can refine my web search</p> <p>I can compare results from different search engines</p>
Lesson 4 To know how to describe how search engines select results	<p>I can explain why we need tools to find things online</p> <p>I can recognise the role of web crawlers in creating an index</p> <p>I can relate a search term to the search engine's index</p>
Lesson 5 To know how search results are ranked	<p>I can order a list by rank</p> <p>I can explain that a search engine follows rules to rank results</p> <p>I can give examples of criteria used by search engines to rank results</p>

Lesson 1 To know how to use a form to record information	I can create a database using cards I can explain how information can be recorded I can order, sort, and group my data cards
Lesson 2 To know how to compare paper and computer-based databases	I can explain what a field and a record is in a database I can navigate a flat-file database to compare different views of information I can choose which field to sort data by to answer a given question
Lesson 3 To know how you can answer questions by grouping and sorting data	I can explain that data can be grouped using chosen values I can group information using a database I can combine grouping and sorting to answer specific questions
Lesson 4 To know that tools can be used to select specific data	I can choose which field and value are required to answer a given question I can outline how 'AND' and 'OR' can be used to refine data selection I can choose multiple criteria to answer a given question
Lesson 5 To know that computer programs can be used to compare data visually	I can select an appropriate chart to visually compare data I can refine a chart by selecting a particular filter I can explain the benefits of using a computer to create charts
Lesson 6 To know how to use a real-world database to answer questions	I can ask questions that will need more than one field to answer I can refine a search in a real-world context I can present my findings to a group

(Programming B)

Learning Intention	Success Criteria
Lesson 1 To know how to develop the use of count-controlled loops in a different programming environment	<p>I can list an everyday task as a set of instructions including repetition</p> <p>I can predict the outcome of a snippet of code</p> <p>I can modify a snippet of code to create a given outcome</p>
Lesson 2 To know that in programming there are infinite loops and count-controlled loops	<p>I can modify loops to produce a given outcome</p> <p>I can choose when to use a count-controlled and an infinite loop</p> <p>I can recognise that some programming languages enable more than one process to be run at once</p>
Lesson 3 To know how to develop a design that includes two or more loops which run at the same time	<p>I can choose which action will be repeated for each object</p> <p>I can explain what the outcome of the repeated action should be</p> <p>I can evaluate the effectiveness of the repeated sequences used in my program</p>
Lesson 4 To know how to modify an infinite loop in a given program	<p>I can identify which parts of a loop can be changed</p> <p>I can explain the effect of my changes</p> <p>I can re-use existing code snippets on new sprites</p>
Lesson 5 To know how to design a project that includes repetition	<p>I can evaluate the use of repetition in a project</p> <p>I can select key parts of a given project to use in my own design</p> <p>I can develop my own design explaining what my project will do</p>
Lesson 6 To know how to create a project that includes repetition	<p>I can refine the algorithm in my design</p> <p>I can build a program that follows my design</p> <p>I can evaluate the steps I followed when building my project</p>

Lesson 1 To know what makes a video effective	I can explain that video is a visual media format I can identify features of videos I can compare features in different videos
Lesson 2 To know how to use a digital device to record video	<p>I can identify and find features on a digital video recording device</p> <p>I can experiment with different camera angles</p> <p>I can make use of a microphone</p>
Lesson 3 To know how to capture video using a range of techniques	<p>I can suggest filming techniques for a given purpose</p> <p>I can capture video using a range of filming techniques</p> <p>I can review how effective my video is</p>
Lesson 4 To know how to create a storyboard	<p>I can outline the scenes of my video</p> <p>I can decide which filming techniques I will use</p> <p>I can create and save video content</p>
Lesson 5 To know that a video can be improved through troubleshooting and editing	<p>I can store, retrieve, and export my recording to a computer</p> <p>I can explain how to improve a video by reshooting and editing</p> <p>I can select the correct tools to make edits to my video</p>
Lesson 6 To know the impact of choices made when making and sharing a video	<p>I can make edits to my video and improve the final outcome</p> <p>I can recognise that my choices when making a video will impact the quality of the final outcome</p> <p>I can evaluate my video and share my opinions</p>

Learning Intention	Success Criteria
Lesson 1 To know that the composition of digital images can be changed	<p>I can improve an image by rotating it</p> <p>I can explain why I might crop an image</p> <p>I can use photo editing software to crop an image</p>
Lesson 2 To know that colours can be changed in digital images	<p>I can explain that different colour effects make you think and feel different things</p> <p>I can experiment with different colour effects</p> <p>I can explain why I chose certain colour effects</p>
Lesson 3 To know how cloning can be used in photo editing	<p>I can add to the composition of an image by cloning</p> <p>I can identify how a photo edit can be improved</p> <p>I can remove parts of an image using cloning</p>
Lesson 4 To know that images can be combined	<p>I can experiment with tools to select and copy part of an image</p> <p>I can use a range of tools to copy between images</p> <p>I can explain why photos might be edited</p>
Lesson 5 To know how to combine images for a purpose	<p>I can describe the image I want to create</p> <p>I can choose suitable images for my project</p> <p>I can create a project that is a combination of other images</p>
Lesson 6 To know how to evaluate how changes can improve an image	<p>I can review images against a given criteria</p> <p>I can use feedback to guide making changes</p> <p>I can combine text and my image to complete the project</p>

Learning Intention	Success Criteria
Lesson 1 To know how selection is used in computer programs	<p>I can recall how conditions are used in selection</p> <p>I can identify conditions in a program</p> <p>I can modify a condition in a program</p>
Lesson 2 To know that a conditional statement connects a condition to an outcome	<p>I can use selection in an infinite loop to check a condition</p> <p>I can identify the condition and outcomes in an 'if... then...' statement</p> <p>I can create a program that uses selection to produce different outcomes</p>
Lesson 3 To know how selection directs the flow of a program	<p>I can explain that program flow can branch according to a condition</p> <p>I can design the flow of a program that contains 'if... then... else...'</p> <p>I can show that a condition can direct program flow in one of two ways</p>
Lesson 4 To know how to design a program that uses selection	<p>I can outline a given task</p> <p>I can use a design format to outline my project</p> <p>I can identify the outcome of user input in an algorithm</p>
Lesson 5 To know how to create a program that uses selection	<p>I can implement my algorithm to create the first section of my program</p> <p>I can test my program</p> <p>I can share my program with others</p>
Lesson 6 To know how to evaluate my program	<p>I can identify ways the program could be improved</p> <p>I can identify the setup code I need in my program</p> <p>I can extend my program further</p>

	<div><div>Lesson 6 To know why the order of results is important, and to whom</div><div>I can describe some of the ways that search results can be influenced</div><div>I can recognise some of the limitations of search engines</div><div>I can explain how search engines make money</div></div>																																																																													
Willow Y6	<div><div><u>Communication and collaboration</u></div><div>Identifying and exploring how data is transferred and information is shared online.</div><div>(Computer systems and networks)</div><div><table><tr><th>Learning Intention</th><th>Success Criteria</th></tr><tr><td>Lesson 1 To know the importance of internet addresses</td><td>I can recognise that data is transferred using agreed methods I can explain that internet devices have addresses I can describe how computers use addresses to access websites</td></tr><tr><td>Lesson 2 To know how data is transferred across the internet</td><td>I can identify and explain the main parts of a data packet I can explain that data is transferred over networks in packets I can explain that all data transferred over the internet is in packets</td></tr><tr><td>Lesson 3 To know how sharing information online can help people to work together</td><td>I can recognise how to access shared files stored online I can send information over the 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