

Year	Unit Title	Lesson	Lesson Title	Aim	Success Criteria
1	Introduction to Purple Mash	1	Logging in	To login and create my own avatar on Purple Mash.	• I can login to Purple Mash. • I can create an avatar image of myself.
1	Introduction to Purple Mash	2	Your Work in Purple Mash	To open an activity and then save the work to the 'My Work' area.	• I can open a Paint Project from the Tools area. • I can save and find my work in the 'My Work' area.
1	Introduction to Purple Mash	3	2Dos in Purple Mash	To understand how to complete work in the 2Dos area in Purple Mash.	• I can open 2Dos. • I can save 2Dos. • I can hand in 2Dos.
1	Creative Computing	1	Making Pictures	To use paint tools to draw a picture.	• I can choose the colours and tools to use to create a picture on the computer. • I can control the computer mouse, or my finger presses to achieve the effects that I want.

1	Creative Computing	2	Making and Sharing Jigsaws	To create a jigsaw using a digital device and share it so that others can play.	• I can use drag and drop on my device. • I can create a jigsaw using the 2DIY tool.
1	Creative Computing	3	Making a Game	To create a placing game in 2DIY.	• I can use drag and drop controls and either touchscreen gestures or arrow keys to complete 2DIY games. • I can make a placing game.
1	Creative Computing	4	Using your own pictures in a puzzle	To create images and use these to make a game.	• I can plan a game using images that I have created myself. • I can make a placing game using my own images.
1	Data Explorers	1	Grouping objects	To think carefully about the steps of grouping items.	• I can group items in different ways. • I can explain how I have grouped them.
1	Data Explorers	2	Grouping using a computer	To group items using a computer.	• I can group items in different ways using the computer. • I can use the criteria to decide how to put an item into a group.
1	Data Explorers	3	Sorting	To be able to sort different items.	• I can sort items in different ways using the computer. • I can use the criteria to decide how to sort items.
1	Data Explorers	4	What is Data?	To understand that data is information that can be collected and used.	• I can explore how grouping and sorting items allows collection of data. • I understand how collecting data can help to answer questions.

1	Data Explorers	5	Data in Pictures	To understand that data can be shown using pictures.	• I can create a pictogram using data from the class. • I can answer questions by looking at a pictogram.
1	Data Explorers	6	Collecting and analysing data	To collect data and create a pictogram.	• I can collect data from an experiment. • I can create a pictogram to show the data.
1	Creating and Following Instructions	1	Following Instructions	To understand that an algorithm is a set of instructions.	• I can follow simple instructions carefully. • I can explain that an algorithm is a set of instructions in order.
1	Creating and Following Instructions	2	Following and Creating Simple Instructions on the Computer.	To follow and create simple instructions on a device.	• I can follow clear instructions on a device. • I can explain that an algorithm written for a computer to follow is called a program.
1	Creating and Following Instructions	3	Following a Recipe	To sequence algorithms that require a correct order.	• I understand how the order of instructions can change the result. • I can correctly sequence the steps of a recipe. • I am beginning to understand what the word debugging means.
1	Animated Stories	1	Comparing Books	To understand some differences between traditional books and digital books.	• I can explain what a digital book is, and functions that it might have. • I have explored a digital book made using the Purple Mash tool 2Create a Story.
1	Animated Stories	2	Creating a Character	To draw a character for a 2Create a Story digital book.	• I can draw a character using 2Create a Story. • When I draw, I can think about how the characters might move.

1	Animated Stories	3	Setting the scene	To understand the difference between backgrounds and other objects on the screen in 2Create a Story.	• I can work out what images should make the background of a page in 2Create a Story. • I can add backgrounds to pages in 2Create a Story.
1	Animated Stories	4	Animating pages	To add animation to objects in 2Create a Story.	• I can add animation to the images in a 2Create a Story file. • I understand what copy and paste means and how to use it in 2Create a Story.
1	Animated Stories	5	Adding Text	To add text to a 2Create a Story file.	• I know what font and font size mean. • I can type some text for the pages in my story.
1	Animated Stories	6	Adding Sounds	To add sounds to a 2Create a Story file.	• I can add sounds including some narration to my story. • I can review and complete my story.
1	Coding	1	Instructions	To understand that computer programs work by following instructions called code.	• I can give and follow instructions. • I can draw symbols to represent instructions. • I can arrange code blocks to create a set of instructions.
1	Coding	2	Objects and Actions	To use object and action code blocks to make a computer program.	• I can give examples of objects and actions in a computer program. • I can create a program in 2Code that uses object and action blocks.
1	Coding	3	Events	To understand what an event is in coding.	• I know that an event can control an object in coding. • I can create a program with an event.

1	Coding	4	Outputs and Reading Code	To understand the purpose of an output and to be able to 'read' code to find out what it does.	• I understand that an output block makes something come out of the computer, like sound. • I can use event, object, action and output code blocks. • I can 'read' code to find out what it does and in what order.
1	Coding	5	Setting the Scene	To change aspects of the design view.	• I can set up the Design view including adding, deleting and moving objects. • I can change the size of objects using the scale property in the attributes table.
1	Coding	6	Writing Code	To write code for a computer program.	• I can think carefully about the code that I want to use in my program. • I can create code for a program.
1	Technology Around Us	1	What is Technology?	To know what the word technology means.	• I can understand what is meant by 'technology'. • I can identify which objects are examples of technology.
1	Technology Around Us	2	Technology in School	To know what technology is used in school.	• I can recognise technology used in the classroom and around the school. • I can identify some examples of digital technology.
1	Technology Around Us	3	Technology in the World	To consider the purposes of technology used in the wider world.	• I can describe technology that I see in the world around me. • I can explain why technology in the world around me was invented..
1	Technology Around Us	4	Using Devices Safely	To identify parts of a device and know how to use devices safely.	• I can name different parts of computing devices. • I can explain how to use technology devices safely and respectfully.

1	Making Beats	1	Digital music	To compare music made using computers and music played by real instruments.	• I can understand that some music is made using musical instruments. • I can understand that some music is made using computers. • I can create some digital music using 2Explore.
1	Making Beats	2	Combining instruments	To explore mixing the sounds of different instruments using the 2Beat tool.	• I can give examples of musical instruments that might create the beat of a piece of music • I can give examples of musical instruments that might create the melody. • I can create a piece of music in where different sounds are heard at the same time.
1	Making Beats	3	Composing a tune for a purpose	To compose a tune to match a picture of a scene.	• I can choose which instrument sounds to use to compose music for a purpose. • I can edit the tempo of my piece to suit the scene that I chose.
1	Making Beats	4	Composing a beat for a purpose	To compose a beat to match a picture of a scene.	• I can combine beat sounds to make a beat for a purpose. • I can alter the tempo and volume for individual instrument sounds.
2	Introduction to Purple Mash	1	Logging in	To login and create my own avatar on Purple Mash.	• I can login to Purple Mash. • I can create an avatar image of myself.
2	Introduction to Purple Mash	2	Your Work in Purple Mash	To open an activity and then save the work to the 'My Work' area.	• I can open a Paint Project from the Tools area. • I can save and find my work in the 'My Work' area.

3	Introduction to Purple Mash	3	2Dos in Purple Mash	To understand how to complete work in the 2Dos area in Purple Mash.	• I can open 2Dos. • I can save 2Dos. • I can hand in 2Dos.
2	Creating Pictures	1	Creating an Impression	To create a digital art piece in an impressionist style.	• I can use a digital art tool to create an art piece in the style of the impressionists. • I can use digital tools to create different colours and textures.
2	Creating Pictures	2	Dotty About Art	To create a digital art piece in a pointillism style.	• I can use a digital art tool to create an art piece in the style of pointillism. • I can use digital tools to help me draw outlines of people.
2	Creating Pictures	3	Lines and Colours	To create a digital art piece that is in the style of Piet Mondrian's work.	• I can use a digital art tool to create an art piece in the style of Piet Mondrian. • I can use digital tools to help me fill closed spaces.
2	Creating Pictures	4	Perfect Patterns	To create digital art patterns in the style of the Arts and Crafts movement.	• I can combine effects in a digital art tool to produce a pattern. • I can use a digital tool to change the size of a pattern. • I can use a digital tool to change the arrangement of a pattern.
2	Creating Pictures	5	Art Portfolio	To create a portfolio of digital art.	• I can import my digital art into an art portfolio template. • I can include important information on an art portfolio template.

2	Making Music	1	Introducing 2Sequence	To explore, edit and combine sounds using 2Sequence.	• I can use different sounds within 2Sequence to create a tune. • I can experiment with the speed of a tune. • I can experiment with the volume of sounds.
2	Making Music	2	Making Music	To improve a tune and make music based around a feeling.	• I can add sounds and sound effects to a tune to improve it. • I can consider how music can be used to express feelings. • I can choose suitable instruments and sound effects to show a feeling.
2	Making Music	3	Soundtracks	To compose background music for a video.	• I can understand how background music changes the feel of a scene. • I can create music to match a certain feeling or mood in a scene. • I can record and use my own sounds in my music.
2	Spreadsheets	1	What is a Spreadsheet?	To understand what a spreadsheet is and how to navigate one using 2Calculate.	• I can explore a spreadsheet tool and recognise the spreadsheet layout. • I can enter data into different cells. • I can use some basic tools to add colour to cells, add and remove rows and to complete simple maths calculations.

2	Spreadsheets	2	Organising Data	To edit and improve a spreadsheet so that information is organised clearly and displayed correctly	• I can identify problems in a spreadsheet that make the information unclear or hard to read. • I can use spreadsheet tools to adjust its layout (row height, column width, text format, and colour). • I can make changes so a spreadsheet is neat, consistent, and easy to understand.
2	Spreadsheets	3	Making Simple Calculations	To explore how spreadsheets can complete calculations automatically.	• I can solve mathematical problems using a spreadsheet. • I can add different apparatus to a spreadsheet and complete calculations with these. • I can add different images to a spreadsheet and assign them a value to complete a calculation.
2	Spreadsheets	4	Exploring 2Calculate Tools	To explore the range of tools available in 2Calculate and understand how they can change the way data is used.	• I can explore a range of tools used within 2Calculate. • I can use the 'is equals' and 'quiz' tools to check whether a mathematical problem has been solved correctly. • I can use the 'count tool' to find out how many cells contain certain pieces of information.
2	Spreadsheets	5	Creating Block Diagrams	To create and interpret block diagrams from data.	• I can enter data into a spreadsheet clearly. • I can use 2Calculate to create different block diagrams from my data. • I can explain what my diagram shows.
2	Spreadsheets	6	Spreadsheet Challenge	To use our learning about spreadsheets to help us complete a project.	• I can create a spreadsheet that is neat, clear, and well-organised. • I can use different calculations to answer questions. • I can turn information into block diagrams to make results easier to understand.

2	Route Explorers	1	Directions	To use the direction keys in 2Go to move the turtle along a route.	• I can use the direction keys in 2Go to move forwards, backwards, left and right. • I can combine the use of the keys to make a character move along a chosen route.
2	Route Explorers	2	Directions with Distances	To use units of distance along with the direction keys in 2Go to move along a route.	• I can work out how far a character needs to move in 2Go. • I can combine the use of the direction keys and distances to make a character move along a chosen route.
2	Route Explorers	3	Building an algorithm	To write instructions to complete more than one step of a route at once.	• I can think about more than one step at a time when I am planning a route in 2Go. • I understand that this is how the algorithm for the route is designed. • I can use my ideas to write the code to move a character more than one step at a time along a route.

2	Route Explorers	4	Planning a longer algorithm	To build up instructions for a longer route.	• I can create longer programs by testing a few steps at a time and editing my code. • I can debug my code and fix errors.
2	Questioning	1	Collecting and Representing Data	To understand how data can be used to help answer a question.	• I understand what data is and the way it can be stored and presented. • I can explain how questions are asked to gather data. • I can contribute towards a set of data to help answer a question.
2	Questioning	2	Creating Questions and Presenting Data	To ask an appropriate question, gather data using a tally chart and present it using digital tools.	• I can create a clear question to collect data. • I can independently record responses in a tally chart. • I can present my data digitally.
2	Questioning	3	Yes or No Questions	To begin to explore how yes or no questions can be used to sort data.	• I understand that 'Yes' or 'No' questions are closed questions that have one answer. • I can use 'Yes' or 'No' questions to help me narrow down a choice. • I understand that 'Yes' or 'No' questions can be used to help sort items into two groups.

2	Questioning	4	Exploring Branching Databases	To understand how branching databases work and practise navigating them to find answers.	• I can explain how a branching database uses yes or no style questions in a step-by-step order. • I can follow 'Yes' or 'No' questions in a branching database to identify an object. • I can use 2Question to navigate a digital branching database.
2	Coding	1	Algorithms	To create a computer program using an algorithm.	• I can explain that an algorithm is a set of instructions. • I can use a program design and add the algorithm • I can follow the algorithm to make the code for the program.
2	Coding	2	Collision Detection	To understand ways that the collision detection event can be used in a program.	• I understand the term collision detection. • I can code an algorithm that includes collision detection.
2	Coding	3	Using a Timer	To design a program that follows a timed sequence.	• I can create a program with a sequence of actions. • I can create a program that uses a timer-after command.
2	Coding	4	Different Types of Objects	To understand that different objects have different attributes (properties).	• I can recognise different object types in 2Code. • I can change the attributes of objects. • I can create a computer program that includes different object types.
2	Coding	5	Buttons	To understand the function of button objects in a program.	• I can create a computer program that uses buttons. • I can use a button in a click event.

2	Coding	6	Debugging	To understand the importance of testing and debugging.	• I can explain what debugging means. • I can use a program design document to guide me when testing a program. • I can debug simple programs.
2	Presenting Ideas	1	What is a Concept Map?	To understand that ideas can be organised and presented using a concept map.	• I can understand what a concept map is and why it is used. • I can add a title and ideas to a concept map. • I can use lines to connect ideas.
2	Presenting Ideas	2	Adding Ideas	To add information to a concept map.	• I can add more information to my concept map. • I can create a second layer of ideas. • I can use colour to organise my nodes.
2	Presenting Ideas	3	Organising Ideas	To organise ideas clearly in a concept map.	• I can explain how to make a concept map clear to read. • I can group my own ideas together. • I can check all my ideas are linked.
2	Presenting Ideas	4	Presenting	To use a concept map to present ideas to others.	• I can complete a clear concept map. • I can talk about my ideas. • I can listen to others.
2	The Internet	1	The Internet	To understand how the internet, the World Wide Web and a browser work together.	• I can describe what the internet is. • I can describe what the World Wide Web is. • I can give examples of browsers. • I can understand that the internet connects people and information all around the world.

2	The Internet	2	Devices and Connecting to the Internet	To understand the different types of hardware used to access the internet and their functions.	• I can name examples of smart devices. • I can recognise that a smart device is something that is able to connect to the internet. • I can describe how modems, routers and cables help people to connect to the internet.
2	The Internet	3	Websites and Webpages	To understand the difference between a website and a webpage and use a school website to find information.	• I can explain the difference between a website and a webpage. • I can use a website to find information. • I can answer questions about my school using its website.
2	The Internet	4	Browsers and Search Engines	To understand the difference between a browser and a search engine, and to practice searching for information safely.	• I can explain the difference between a browser and a search engine. • I can use a search engine to find information. • I can answer questions by searching safely.
3	Introduction to Purple Mash	1	Logging in and 2Dos	To login to Purple Mash and access 2Dos.	• I can login to Purple Mash. • I can open, save and hand in 2Dos
3	Introduction to Purple Mash	2	Using the Purple Mash homepage	To access work and activities from Alerts, the My Work area, Tools and Topics.	• I can respond to alerts. • I can access Purple Mash activities and work using the appropriate area of the platform including the Work area, Tools and Topics.

3	Touch Typing	1	Home, Bottom and Top Keys	To learn correct finger positioning on the keyboard and understand when to use the left or right hand.	- I can sit at a keyboard with the correct posture. - I can place my fingers on the correct home keys and return them after typing. - I can use my left and right hands for the correct letters.
3	Touch Typing	2	Numbers and Using the Shift Key	To learn how to type numbers accurately and to use the shift key for capital letters.	- I can type numbers without mixing them up with letters or symbols. - I can hold down the shift key with one hand while pressing a letter with the other. - I can type both lower-case and capital letters correctly.
3	Touch Typing	3	Punctuation, Symbols and Simple Words	To practise typing punctuation marks and symbols and build accuracy with simple words.	- I can find and type common punctuation marks (e.g. full stop, comma, question mark.) - I can use the shift key to access a range of different symbols. - I can type simple words using the correct fingers.
3	Touch Typing	4	Typing Simple Sentences	To practise typing sentences using capital letters, spaces, and full stops.	- I can start sentences with a capital letter using the shift key. - I can put spaces between words using the space bar. - I can end sentences with a full stop.
3	Email	1	Communication	To understand how people communicate with each other.	- I can list a range of different ways to communicate. - I can recognise the strengths and weaknesses of different methods of communication.
3	Email	2	Replying to an Email	To understand and respond to an email.	- I can understand what an email is and when it might be used. - I can open an email. - I can respond to an email.

3	Email	3	Composing an Email	To compose and send an email.	• I can send emails to other children in the class. • I can use the search option in the address book when sending an email.
3	Email	4	Attachments	To send an email attachment.	• I can explain what an email attachment is and why it is useful. • I can open, view and discuss an email attachment. • I can attach and send a file in an email.
3	Email	5	Email Safety	To learn how to use email safely.	• I can explain the importance of email safety. • I can understand that we should only open email and attachments from trusted contacts. • I can write some rules about staying safe over email.
3	Email	6	Email Simulations	To explore simulated email scenarios.	• I can manage my inbox by reading and responding to a series of email communications. • I can attach files appropriately and use email communication to explore ideas.
3	Route Planners	1	Exploring Routes	To create simple commands in 2Go to move the turtle along a route.	• I can combine commands for directions and distance to make a character move along a chosen route. • I can plan algorithms for several steps of a route and code this in 2Go.
3	Route Planners	2	Turning by Angles	To create commands in 2Go in which the turtle turns using rotation.	• I can work out how to rotate the turtle so that it faces the correct direction. • I can combine turns and distance to code commands for the turtle.

3	Route Planners	3	Planning routes	To plan algorithms and write 2Go code that uses angles of turn.	• I can plan routes with more than one destination. • I can write, test and debug my code.
3	Route Planners	4	Mapping a Route	To use 90° and 45° angles in 2Go.	• I can write programs that include turns of 90° and 45°, debugging these to make my routes accurate. • I can read code that includes 90° and 45° and make good predictions about where the turtle will go.
3	Route Planners	5	Using Repeat	To use the repeat algorithm and coding in 2Go.	• I can use the repeat command to make shapes that have 90° and 45° angles.
3	Spreadsheets	1	Exploring Advanced Mode	To understand the layout and features of 2Calculate in Advanced Mode.	• I can add, rename, and organise sheets. • I can insert and delete rows and columns at specific points within a spreadsheet. • I understand how to merge cells, and I know why this is useful.
3	Spreadsheets	2	Arrows Toolbar (Totalling Tools)	To use the arrows toolbar to be able to automatically total rows and columns.	• I understand that the 'copy tools' copy data across rows, columns, and diagonals. • I can use the 'total tool' to calculate totals quickly in different directions. • I can explain how this makes spreadsheets more efficient.

3	Spreadsheets	3	Using Formulae (Simple Wizard)	To use simple formulae in a spreadsheet by using the formula wizard.	• I can use the simple mode of the formula wizard. • I can select a function from within the formula wizard (add, subtract, multiply, divide). • I can apply this formula to a range of cells.
3	Spreadsheets	4	Using Formulae (Advanced Wizard)	To use advanced formulae in a spreadsheet to calculate totals, averages and to find the highest and lowest values.	• I can open the formula wizard in advanced mode. • I can use SUM, AVERAGE, MIN, and MAX functions. • I can apply these functions to sets of data in a spreadsheet.
3	Spreadsheets	5	Solving Real-Life Problems With Spreadsheets	To apply spreadsheet skills to solve real-world problems.	• I can use spreadsheet tools to answer questions about real-life scenarios. • I can choose appropriate formulae or functions to solve problems. • I can explain how a spreadsheet makes problem-solving easier.
3	Spreadsheets	6	Theme Park Project	To design and use a spreadsheet to answer a series of questions.	• I can organise and enter data into a spreadsheet. • I can select and apply appropriate tools, formulae and functions to solve problems. • I can present a spreadsheet clearly and explain how I reached an answer.
3	Coding	1	Using Flowcharts	To understand what a flowchart is and how flowcharts are used in computer programming.	• I can read and explain a flowchart • I can use a flowchart to create a computer program.
3	Coding	2	Timers	To understand that there are different types of timers.	• I can create a program that uses a timer-after command. • I can create a program that uses a timer-every command. • I understand when to use the different types of timers.

3	Coding	3	Repeats	To understand how to use the repeat command.	• I understand how the turtle object moves. • I can use the repeat command with an object. • I can create a computer program that includes the use of the repeat command.
3	Coding	4	Nesting	To understand the importance of nesting when coding, testing and debugging.	• I can run, test and debug programs. • I pay attention to how code blocks are nested when debugging programs.
3	Coding	5	Designing a Program	To design a program.	• I can create design documentation to plan the look of a program. • I can create design documentation to plan the algorithm for a program using my 2Code knowledge.
3	Coding	6	Coding a Program	To use design documentation to code a program.	• I can use my design documents to guide my coding. • I can test and make sensible attempts to debug the code.
3	Presentations with Microsoft, Google and Apple	1	Introduction to PowerPoint / Slides / Keynote	To learn how to open PowerPoint/Slides/Keynote, add text and change how it looks.	• I can open PowerPoint/Slides/Keynote and start a new presentation. • I can add text to a slide and format it. • I can choose and add Wordart that's clear and easy to read./I can add a shape to a text box./I can create word art that's clear and easy to read. • I can save my presentation.

3	Presentations with Microsoft, Google and Apple	2	Using Design Templates and Adding Media	To learn how to add slides, change slide designs and insert pictures into a presentation.	• I can change the design of the slides in a presentation. • I can insert a new slide into a presentation. • I can insert and format pictures in a presentation.
3	Presentations with Microsoft, Google and Apple	3	Adding Animations and Transitions	To add animations to pictures and text, and transitions between slides.	• I can add animations to media in a presentation. • I can add transitions between slides in a presentation.
3	Presentations with Microsoft, Google and Apple	4	Creating a Presentation	To create an effective presentation.	• I can create a new presentation using the skills I have learned. • I can explain why slide notes are useful when giving a presentation. • I can add notes to use when I am presenting.
3	Presentations with Microsoft, Google and Apple	5	Presenting	To complete and present a slideshow to an audience.	• I can create an engaging PowerPoint/Slides/Keynote slideshow. • I can use my PowerPoint/Slides/Keynote slideshow to present to an audience.
3	Branching Databases	1	Yes or No?	To understand the concept of using 'Yes' or 'No' questions to sort objects.	• I can ask and answer 'Yes' or 'No' questions. • I can use 'Yes' or 'No' questions to split a group into two sets. • I can explain how a question helps sort items.
3	Branching Databases	2	Understanding Branching Databases	To understand and use a branching database effectively.	• I can understand how a branching database works. • I can complete a branching database by adding questions. • I can check if the database gives correct answers.

3	Branching Databases	3	Creating a Branching Database	To plan and create a branching database.	• I can choose a suitable topic and images. • I can create a branching database with yes/no questions. • I can sort records correctly.
3	Branching Databases	4	Debugging a Branching Database	To test and debug branching databases to correct errors.	• I can recognise different errors that could be present in a branching database. • I can find and fix errors in a branching database.
3	micro:bit	1	Name Badge	• To be able to use a micro:bit to create an electronic name badge.	• I can explain what the micro:bit is and describe how it needs instructions to work. • I can create instructions as code for a micro:bit that uses the LED display output. • I can transfer my code to a micro:bit and run it.
3	micro:bit	2	Beating Heart	• To code a micro:bit to show animations on its LED Display.	• I can explain why the order or sequence of instructions is important. • I can use a sequence of images in my code. • I can use timers and loops to create the effect of animation.
3	micro:bit	3	Emotion Badge	• To code a micro:bit to show different images on the LED display when specific buttons are pressed.	• I can explain that inputs and outputs involve the flow of data in and out of computers. • I know that a button is a type of input, and the LED display is a type of output. • I can code a micro:bit to make different outputs happen when different inputs happen.
3	micro:bit	4	Sounds and Gestures	• To code a micro:bit to make sounds when movements are detected.	• I know that the accelerometer is an input on the micro:bit that detects movement. • I can use different movement gestures in my code. • I can use the music editor to create sounds and music. • I am able to make sounds and music output when a movement is detected on the micro:bit.

4	Introduction to Purple Mash	1	Logging in and 2Dos	To login to Purple Mash and access 2Dos.	• I can login to Purple Mash. • I can open, save and hand in 2Dos
4	Introduction to Purple Mash	2	Using the Purple Mash homepage	To access work and activities from Alerts, the My Work area, Tools and Topics.	• I can respond to alerts. • I can access Purple Mash activities and work using the appropriate area of the platform including the Work area, Tools and Topics.
4	Animation	1	Introduction to Animation	• To understand what animation is.	• I can describe what is meant by an animation. • I can describe some common techniques used for creating animations. • I can make a simple animation using a flick book. • I can create a simple animation using animation software.
4	Animation	2	Onion Skinning	• To understand the term onion skinning and be able to use this technique for 2D computer animations.	• I can describe what onion skinning is. • I can create a smooth sequence of frames using the onion skinning feature. • I can use copy frame feature to help with creating a smooth animation.
4	Animation	3	Enhancing a Simple Animation	• To know how to enhance simple animations using animation software.	• I can add backgrounds to animations to enhance them. • I can add sound effects to animations to enhance them. • I have created an animated sequence that includes sound effects and backgrounds.

4	Animation	4	Storyboarding an Animation	• To plan an animation.	• I can identify the features of a successful short animation. • I can explore example animations to gather ideas. • I can use a storyboard to plan a short animation.
4	Animation	5	Narrative Through Animation	• To create a narrative through animation.	• I can use a storyboard to create an animation that tells a story or process. • I can use onion skinning, backgrounds and sound enhance my animation.
4	Animation	6	Evaluating Animation	• To evaluate animations.	• I can evaluate an animation based on set criteria. • I can identify successes and areas for development. • I am able to use a display board to share work and view others' work.
4	Unpacking Hardware and Software	1	Technology and How it Helps Us	• To understand what technology is, where we see it in everyday life, and how it helps us at school, home and beyond.	• I can describe what technology means. • I can identify examples of different technology around me. • I can explain how technology helps us in different ways.
4	Unpacking Hardware and Software	2	What is Hardware?	• To identify and describe different pieces of computer hardware and understand their functions.	• I can name parts of a computer system. • I can explain the difference between internal components and external peripherals. • I can group hardware as input, output, or storage. • I can describe what each component or peripheral does.
4	Unpacking Hardware and Software	3	What is Software?	• To understand what software is and how we use it to complete tasks.	• I can explain what software is. • I can name different types of software. • I can describe how software helps me complete tasks.

4	Unpacking Hardware and Software	4	Systems Working Together	• To explore how hardware and software interact to complete everyday tasks.	• I can describe how hardware and software work together. • I can explain a simple process using both. • I can identify what would happen if one part didn't work.
4	Sound Stories	1	Exploring Audiobooks	• To understand what makes audiobooks effective and identify the key features that make them engaging.	• I can describe what an audiobook is and why people enjoy them. • I can identify features that make audiobooks interesting to listen to. • I can suggest improvements for an audiobook using sound effects and music.
4	Sound Stories	2	Scripting an Audiobook	• To plan and write a script for an engaging audiobook.	• I can recognise the key features of an audiobook script. • I can work in a group to identify roles for creating a group audiobook. • I can help write a script, marking out the narration, dialogue and sound effect cues.
4	Sound Stories	3	Recording and Sound Design	• To record clear narration and add sound effects to an audiobook.	• I know what a clear, expressive voice should sound like for narration. • I know how to use 2Cast to record audio for an audiobook. • I can help select and add appropriate sound effects to an audiobook.
4	Sound Stories	4	Editing an Audiobook	• To edit, improve, and finalise an audiobook using recording and sound design tools.	• I can help use software tools to edit audio and remove mistakes. • I can help arrange narration, sound effects, and music to match the story. • I can help review and improve our audiobook.

4	Logo	1	Introduction to Logo	•To know key commands and input simple instructions.	•I can use commands to create onscreen shapes. •I can make predictions about outputs.
4	Logo	2	Drawing Letters	•To use a variety of commands to create shapes using multi-line mode.	•I can use the PU and PD commands. •I can use the multi-line mode to write instructions. •I can write instructions to draw letters.
4	Logo	3	Change Line Colour and Thickness and use the Repeat Command	•To use the Repeat command and change the line thickness and colour.	•I can use the 'Repeat' function . •I can change the colour of the line. •I can change the colour of the line.
4	Logo	4	Using Procedures	•To use procedures to write instructions.	•I can write procedures. •I can use procedures to write instructions.
4	Effective Searching	1	Searching the Internet	•To understand what a search engine is, how it looks and how to use simple keywords to find information online.	• I can name at least one search engine. • I can describe how a search engine finds and shows information. • I can use simple keywords to look something up online.
4	Effective Searching	2	Ranking Results	•To understand how search engines collect, sort and rank results, and why some results appear first.	• I can explain that search engines find and sort information from many websites. • I can describe in simple terms how search engines decide the order of results. • I can explain why the first result might not always be the best.

5	Effective Searching	3	Advanced Searching and Filtering	• To learn advanced ways to improve searches so we can find the most accurate and useful results quickly.	• I can refine a search to make it more specific. • I can use filters to find the results I need (e.g. images, news, videos, date) • I can check snippets before clicking to choose the most useful link.
4	Effective Searching	4	Can We Trust What We Find Online?	• To develop strategies to judge whether information online is true and if sources can be trusted.	• I can tell the difference between a fact, an opinion and a belief. • I can explain what fake news is and why someone might create it. • I can use clues to decide if something is trustworthy or not.
4	Coding	1	Design, Code, Test and Debug	To create a simple computer program using coding structures previously encountered.	• I can explore the different object types in 2Code Gibbon level. • I can use a background and objects to create the design view for a program. • I can plan an algorithm for a simple program and use 2Code to program it.
4	Coding	2	Selection	To know what selection means in computer programming.	• I can create a program that includes selection with an 'if' statement. • I can create a program that includes selection with an 'if/else' statement.
4	Coding	3	Coordinates	To know how to use coordinates in computer programming.	• I can use the X and Y attributes of objects when coding. • I can incorporate the use of coordinates into a program with selection.

4	Coding	4	Looping Code	To explore methods that introduce loops in coding.	• I understand what a looping code structure is. • I can use the 'Repeat' command to make a looping program. • I can use the 'Repeat Until' command to make a looping program.
4	Coding	5	Number Variables	To understand what a variable is in programming.	• I can explain what a variable is in programming. • I can create and use variables when programming.
4	Coding	6	Making a Playable Game	To create a game that keeps score.	• I can use variables and tags to code a program with a score system. • I can use the random control to introduce chance to a game.
4	Composing Beats	1	Understanding Music	To identify and discuss the main elements of music.	• I can use appropriate musical language to discuss a piece of music. • I can identify sounds in a piece of music. • I can explain how a piece of music makes me feel.
4	Composing Beats	2	Rhythm and Tempo	To understand and experiment with rhythm and tempo.	• I can identify and recall a simple rhythm. • I can explain what tempo is and how it affects the feel of music. • I can create my own rhythm using Busy Beats.
4	Composing Beats	3	Melody and Pitch	To create a melodic phrase using varied notes and pitch.	• I can show an understanding of melody. • I can create a simple melodic pattern using 2Sequence and Busy Beats. • I can use a variety of notes and experiment with pitch.

4	Composing Beats	4	Making Music	To compose a piece of electronic music.	• I can experiment with pitch, rhythm and melody to create a piece of electronic music. • I can add different layers to build up the music through adding multiple patches. • I can record a piece of music.
4	Introduction to AI	1	What is Artificial Intelligence?	To understand what Artificial Intelligence is and some of the tasks it can carry out.	• I can identify at least three different tasks that Artificial Intelligence can do. • I can explain that Artificial Intelligence uses data to learn and make predictions. • I can define “generative AI”.
4	Introduction to AI	2	Writing AI prompts	To learn to communicate effectively with AI tools by writing clear and precise prompts.	• I can write a clear prompt that tells AI exactly what I need. • I can improve my prompt if the AI response isn't quite right. • I can explain why being specific helps AI interpret my instructions better.
4	Introduction to AI	3	Digital Citizenship and AI	To learn how to be a good digital citizen when using AI.	• I can explain how digital citizenship applies when using AI. • I can make responsible choices in scenarios involving AI.
4	Introduction to AI	4	The Future of AI	To think about how AI might develop in the future.	• I can describe ways AI might be used in the future. • I can explain that humans design and control AI. • I can think about how to use AI responsibly to make the future fair and helpful for everyone.

4	micro:bit	1	Step Counter	To be able to code a micro:bit to make it work as a step counter	• I can use variables in my code to keep track of step counts. • I can explain how the accelerometer can be used to detect steps. • I can combine my knowledge of variables and the accelerometer to create code that makes a step counter.
4	micro:bit	2	Night Light	To code a micro:bit to make a light switch that switches on or off when the light level changes.	• I can explain that sensors are inputs sensing the environment and they can be used by computers to decide what output to give. • I can use If and Else statements in my code for my micro:bit to decide what output it gives. • I can use the Repeat forever infinite loop in my code to keep it constantly running so that the micro:bit senses any changes in light levels.
4	micro:bit	3	Rock, Paper, Scissors	To code a micro:bit to make a rock, paper and scissors game.	• I can create a number variable that will change its value to a random number when the micro:bit is shaken. • I can use If blocks that will output an image when a number variable meets their condition. • I can combine the when gesture, random number variable and If block to show different images.
4	micro:bit	4	Simulating Dice	To code micro:bit to make simulated dice.	• I can create a number variable that will change its value to a random number when the micro:bit is shaken. • I can use If blocks that will output an image when a number variable meets their condition. • I can combine the when gesture, random number variable and If blocks to simulate a die.

5	Introduction to Purple Mash	1	Logging in and 2Dos	To login to Purple Mash and access 2Dos.	• I can login to Purple Mash. • I can open, save and hand in 2Dos
5	Introduction to Purple Mash	2	Using the Purple Mash homepage	To access work and activities from Alerts, the My Work area, Tools and Topics.	• I can respond to alerts. • I can access Purple Mash activities and work using the appropriate area of the platform including the Work area, Tools and Topics.
5	Quizzing	1	Exploring Quizzes	To explore different types of quizzes and identify their features, strengths, and weaknesses.	• I can identify different types of quizzes and their uses. • I can describe what makes a good quiz. • I can discuss the advantages of interactive quizzes.
5	Quizzing	2	Using 2Quiz	To explore the features of 2Quiz and experiment with creating quiz questions.	• I can use and navigate 2Quiz. • I can select appropriate question types for a quiz. • I can create simple quiz questions linked to a given theme.
5	Quizzing	3	Additional Quiz Features	To explore additional features of quizzes, such as title screens and content pages.	• I can identify how additional features can improve quizzes. • I can explain the purpose of title screens and content screens. • I can design a title screen and include content screens in a quiz.

5	Quizzing	4	Creating a Quiz	To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic.	• I can select an appropriate topic and plan a quiz based around this. • I can create a quiz with appropriate questions and a title screen. • I can begin to organise my quiz layout in a way that is logical, using title screens and content screens where appropriate.
5	Quizzing	5	Completing, Debugging and Testing Quizzes	To be able to refine, test and share completed quizzes.	• I can test, debug and edit my quiz to improve its quality. • I can use the settings area to finalise my quiz. • I can share my quiz and evaluate its effectiveness. • I can provide constructive feedback to my peers based on quizzes I have reviewed.
5	Databases	1	Understanding Databases	To understand what a database is.	• I can explain what a database is. • I can organise how information is presented in a database. • I can use features of database software to find information.
5	Databases	2	Creating a Database	To design and create a database.	• I can design a database suitable for the data I have. • I can create and edit records within a database.
5	Databases	3	Creating Queries	To build queries to find information.	• I can explain what a query is. • I can use a range of operators in queries that use a filter. • I can build a query to find information.
5	Databases	4	Solving Problems	To solve problems using a database.	• I can link separate tables together in a database. • I can use linked tables in a query.
5	Game Creator	1	Introduction to Video Gaming	To evaluate the features of a successful video game.	• I can identify the features of a good video game. • I can play 2DIY3D games and evaluate them against criteria.

5	Game Creator	2	Planning a Game	To plan a game in 2DIY3D.	• I can recognise the key customisable features of a 2DIY3D game. • I can consider the features of a good game when I plan and design my own
5	Game Creator	3	Customising Sprites	To design and use game sprites.	• I can use 'baddie' sprites in a game. • I can use 'collectable' sprites in a game. • I can consider where the sprites should be placed for playability.
5	Game Creator	4	Game Environment	To add features to a game world and check playability.	• I can add features to customise my game world. • I can add clear instructions that set the scene to my game. • I can evaluate and improve my game.
5	Game Creator	5	Evaluating Finished Games	To evaluate games created by others.	• I can successfully finish my game. • I can evaluate the strengths and areas for improvement of other people's games.
5	Spreadsheets	1	Revisiting Spreadsheets	To refresh and extend understanding of formulae and functions from previous learning.	• I can use basic formulae correctly. • I understand that writing formulae manually increases the chance of making a mistake. • I can apply a range of formulae in spreadsheets to perform calculations efficiently.
5	Spreadsheets	2	Converting Measurements	To use formulae in 2Calculate to convert measurements between different units.	• I can enter data accurately into a spreadsheet. • I can use multiplication and division to convert between units. • I can apply formulae to solve conversion problems.

5	Spreadsheets	3	Creating Line Graphs	To use 2Calculate to create and interpret line graphs that show how data changes over time.	• I understand that a line graph is used to record continuous data. • I can create a correctly labelled line graph from relevant data. • I can identify trends by reading a line graph.
5	Spreadsheets	4	Tracking Weather Patterns	To analyse weather data by using spreadsheets to identify patterns.	• I can record weather data accurately in a spreadsheet. • I can create graphs or charts to show trends in the data. • I can make predictions based on data found within data and graphs.
5	Spreadsheets	5	Planning and Budgeting an Event	To use spreadsheets to plan and budget for an event.	• I can enter income and cost items accurately. • I can use formulae to calculate totals and profit or loss. • I can present my budget clearly in a spreadsheet for others to understand.
5	Spreadsheets	6	Planning a Holiday	To use a spreadsheet to plan a holiday.	• I can extract relevant information from a brochure and enter this into a spreadsheet. • I can design a spreadsheet that uses formulae to calculate total costs. • I can format and present a spreadsheet that clearly shows a plan.
5	Coding	1	Coding Efficiently	To understand some ways that code can be simplified so that it is easier to read and runs more efficiently.	• I understand why it is good coding practice to simplify code. • I can use techniques to review and simplify my own code.

5	Coding	2	Simulating a Physical System	To program a simulation using 2Code.	• I can explain what a computer simulation is. • I can plan an algorithm to model the sequence of traffic lights. • I can use the plan to program the simulation to work in 2Code.
5	Coding	3	Decomposition and Abstraction	To know what decomposition and abstraction are in Computer Science.	• I can use abstraction to remove extra details that do not contribute to the aim of a coding task. • I can use decomposition to break down a task into smaller achievable steps.
5	Coding	4	Functions	To understand what a function is and how functions work in code.	• I can use the friction attribute within my code. • I can create functions in code. • I can use functions to make my programming more efficient.
5	Coding	5	Datatypes	To understand what datatypes are and how they are used when coding with variables.	• I can choose the appropriate number or string datatype when creating variables. • I know some ways that text variables can be used in coding.
5	Coding	6	Code Comprehension and Debugging	To read code, predict outcomes and identify and fix bugs.	• I can identify and edit variables and datatypes. • I can read and understand programs that include functions. • I can use my coding knowledge to debug in a logical way.
5	Word Processing with Microsoft, Google and Apple	1	Getting Started with Word	To format text in a new Word document and then save it.	• I can open and save a Word document. • I can format the font, size, and style of text.

5	Word Processing with Microsoft, Google and Apple	2	Editing and Formatting Text	To learn how to edit text and apply more advanced formatting.	• I can use cut, copy, and paste. • I can select and edit text accurately. • I can use bullet points and numbering.
5	Word Processing with Microsoft, Google and Apple	3	Page Layout and Design	To learn how to format the layout of a Word document.	• I can change margins and page orientation. • I can add headings using styles. • I can adjust text alignment.
5	Word Processing with Microsoft, Google and Apple	4	Working with Images	To learn how to insert and format images in Word.	• I can insert an image into a Word document. • I can resize and move images. • I can use text wrapping.
5	Word Processing with Microsoft, Google and Apple	5	Working with Tables	To use tables in Word to organise information.	• I can insert a table. • I can add and delete rows and columns. • I can format a table.
5	Word Processing with Microsoft, Google and Apple	6	Creating a Fact Sheet	To combine Word skills to create and review a factsheet.	• I can structure a document with headings, text, images, and tables. • I can use formatting and page layout effectively. • I can use the spelling and grammar tool to check my document.

5	Concept Maps	1	Understanding Concept Maps	To understand what a concept map is and why they can be useful.	• I can explain what a concept map is. • I understand that 2Connect is a type of concept mapping software. • I can use the advanced mode of 2Connect to experiment with creating a concept map of my own.
5	Concept Maps	2	Different Uses of Concept Maps	To understand the different ways that concept maps can be used.	• I understand that concept maps can be used in different ways. • I can recognise when a template can be used to help structure ideas. • I can organise ideas in a concept map depending on its purpose.
5	Concept Maps	3	Planning a Non-Fiction Concept Map	To plan and create a non-fiction concept map.	• I understand why it is important to organise information clearly. • I understand why it is important to break information down into manageable chunks. • I can build a concept map that can be used as a tool to present.
5	Concept Maps	4	Presenting a Concept Map	To present a concept map on a specific topic to an audience.	• I understand some of the techniques used to give an effective presentation. • I can present information clearly.

5	Coding: External Devices	1	Introducing Purple Chip	To adapt a program and operate it using Purple Chip.	•I can understand how Purple Chip works. •I can adapt code, then test my program using the simulator. •I can upload my program to an external device.
5	Coding: External Devices	2	Using Device Movement and Actions	To explore how an external device can be used as a game controller.	•I can compare an algorithm to written code. •I can write or adapt code for a program which uses an external device as a game controller. •I can review and debug code to ensure a program runs effectively.
5	Coding: External Devices	3	Text Functions	To use and understand different text functions on an external device.	•I can understand how to program text-based interactions between a program and an external device. •I can adapt a simple quiz that can be answered using an external device.
5	Coding: External Devices	4	Interacting with the 'Real World'	To create a program in which an external device can be used to monitor real world conditions.	•I can write the algorithm for a procedure that triggers an output when something is sensed. •I can create a program that uses the sounds and motion sensors of an external device to trigger a response on a computer.
5	Coding: External Devices	5	Extended Project (1)	To design a program for the Purple Chip.	•I can design a program which makes use of the Purple Chip functionality. •I can code the program to follow my design.
5	Coding: External Devices	6	Extended Project (2)	To test and debug a program for the Purple Chip.	•I can test a program which makes use of the Purple Chip functionality. •I can debug my program so it works effectively. •I can share my program with others.

5	micro:bit	1	Tell me a story	To create a micro:bit story telling game.	• I can create a random number variable and program the variable value to change each time an event occurs. • I can combine If statements and variables to program logic so the micro:bit can make decisions. • I can use If blocks that will output a customised story image when a number variable meets their condition..
5	micro:bit	2	Measuring Temperature	To code a micro:bit to measure temperature and produce different outputs based on this.	• I can code the micro:bit to use its temperature sensor to display the temperature sensed. • I can use If statements to produce different outputs based on the temperature sensed by the micro:bit. • I can use the sleep and repeat commands to control when and how code is executed.
5	micro:bit	3	Magic 8 Ball	To code a micro:bit to simulate a magic 8 ball.	• I can create a number variable and write code that changes its value randomly. • I can use the current random value of a variable with If statements in my code to create to enable logic. • I can explain how events, variables, If statements and use of the reset button have been used to make a simulated magic 8 ball game.
5	micro:bit	4	Goal!!	To create an automatic scoreboard display using a micro:bit.	• I can use variables in my code that update when an event happens. • I can combine an event, variables and text outputs to make a goal display. • I can connect a micro:bit to a circuit and use this circuit to record the number of goals scored.

6	Introduction to Purple Mash	1	Logging in and 2Dos	To login to Purple Mash and access 2Dos.	• I can login to Purple Mash. • I can open, save and hand in 2Dos
6	Introduction to Purple Mash	2	Using the Purple Mash homepage	To access work and activities from Alerts, the My Work area, Tools and Topics.	• I can respond to alerts. • I can access Purple Mash activities and work using the appropriate area of the platform including the Work area, Tools and Topics.
6	Blogging	1	What is a Blog?	To understanding blogs and their features	• I understand what a blog is and how it is used. • I can identify the key features of effective blogs. • I know the difference between blogs, blog posts, and vlogs.
6	Blogging	2	Planning a Blog Post	To plan the theme, content and structure for a blogpost.	• I can work with others to plan a blogpost. • I can choose a blogpost theme and note content ideas collaboratively. • I have thought about the structure, topic, and engaging the audience in the blogpost.
6	Blogging	3	Creating a Blog Post	To write and style a blog post.	• I can contribute to writing a structured blog post. • I can follow the process of drafting, revising and editing to publish a blogpost. • I understand how the design and writing style affects the readers of the blog post.

6	Blogging	4	Share and Respond	To review and comment on blog posts with an understanding of online safety.	• I can post and comment respectfully on a blog. • I understand why blog posts and comments are checked. • I can give positive and useful feedback.
6	Networks	1	What is a Network?	To understand what a computer network is and identify examples of networks at home, school, and in the wider world.	• I know what a computer network is. • I can recognise different types of networks. • I can explain how devices connect and communicate on a network.
6	Networks	2	The Internet and the World Wide Web	To understand the difference between the internet and the World Wide Web and explore the services they provide.	• I can explain what the internet is and how it works. • I know the World Wide Web is a service on the internet. • I understand some services do not use the World Wide Web. • I can explain how the internet helps people communicate and work together.
6	Networks	3	Communicating and Collaborating Online	To explore how the internet can be used for communication and collaboration, and how to do this safely and respectfully.	• I can identify different ways to communicate online. • I understand basic rules for respectful online communication. • I can recognise both the benefits and potential risks of online communication.
6	Networks	4	Who Controls the Internet?	To explore who is in charge of the internet and how rules and website blocking can affect people, society, and online platforms.	• I can explain who controls access to the internet and why. • I understand what censorship is and can give examples. • I understand how internet rules can help or harm different people.

6	Graphing	1	Comparative Bar Charts	To create comparative bar charts using graphing software.	•I can give examples of the advantages of using graphing software compared to traditional methods. •I can create comparative bar charts using graphing software. •I can use export and import functionality of software to combine graphs within one file.
6	Graphing	2	Pie Charts	To create pie charts using graphing software.	•I can compare the steps needed to produce a pie chart manually and by using software. •I can identify common problems with manual creation of pie charts. •I can create pie charts from data using graphing software.
6	Graphing	3	Line Graphs	To create line graphs using graphing software.	•I can explain the advantages of using graphing software to create line graphs. •I can use the features of graphing software to create well-presented line graphs. •I can use export and import functionality of software to combine graphs within one file.
6	Graphing	4	Solving a Problem	To present data in graphs to support an argument.	•I can choose the most suitable graph type from given data. •I can create graphs to help solve a problem. •I can import graphs into a file to support a point.

6	Data Detectives	1	Filtering and Sorting Data	To find information in databases by filtering and sorting.	• I can explain what a database is and how they are used. • I can use a range of filter rules to find information. • I can use the sort tool to help find information.
6	Data Detectives	2	Graphing Using Databases	To create graphs from data within a database.	• I can group data together. • I can apply calculations to data. • I can use the group and calculation tools to display the correct data on a graph.
6	Data Detectives	3	Linking Tables	To be able to find information in linked table databases.	• I can explain why a database might have multiple tables. • I can create queries using filter, sort, calculate and group. • I can link tables together to use in queries.
6	Data Detectives	4	Database Information Requests	To be able to find requested information using databases.	• I can identify information being requested. • I can interpret information being requested. • I can query a database based on information being requested.
6	Coding	1	Using Cloning	To understand ways to use cloning in 2Code.	• I understand what it means to clone objects in coding. • I can clone objects and write code for them to move individually. • I can make use of the draggable attribute for objects to make programs interactive for the user.

6	Coding	2	Using Hotspots	To explore the use of hotspots in 2Code.	• I understand what a hotspot is in coding. • I can write code that controls the actions of objects that enter or leave a hotspot. • I can combine the use of hotspots with other coding structures to make a creative program.
6	Coding	3	User Input	To understand the different options of generating and using user input in 2Code.	• I can make use of user input to set the value for variables. • I can anticipate user errors that could introduce bugs to a program and add code to prevent this. • I can step through code to help me understand a program.
6	Coding	4	Flowcharts and Control Simulations	To use flowcharts to test and debug a simulation.	• I can follow flowcharts to create and debug code. • I can create flowcharts for procedures. • I can use coding skills to generate new visual effects within a simulation.
6	Coding	5	Using Program Design Documents	To use program design documentation to produce a program.	• I can use User Interface documentation to create the look of a program. • I can use algorithm flowcharts to create code for a program.

6	Coding	6	Text-Based Adventures	To understand how 2Code can be used to make a text-based adventure game.	• I can read and understand the code for a text adventure program in 2Code. • I can adapt the text adventure to reflect my own style and ideas.
6	3D Modelling	1	Introducing Computer Aided Design	• To explore and develop simple 3D models using CAS software.	• I can explain what CAD is and why it is useful. • I can explore the 2Design and Make tools to create a basic model. • I can view my model from different perspectives.
6	3D Modelling	2	Moving Points	• To explore the effect of moving points when designing.	• I can identify and move points on a CAD shape. • I can design a 3D vehicle by adapting and reshaping parts with points. • I can explain how CAD helps in designing real-world vehicles.
6	3D Modelling	3	Designing for a Purpose	• To plan, design and begin creating packaging to meet a design brief.	• I can explain the purpose of packaging. • I can follow a design brief and decide on the size and shape of the packaging. • I can create an initial net that suits my product.
6	3D Modelling	4	Refining and Assembling a Design	• To refine, assemble and evaluate the finished packaging prototype.	• I can improve my packaging design with logo, colours and images. • I can print and assemble my packaging as a prototype. • I can evaluate how well my design protects and promotes the product.

6	Spreadsheets MS Excel / Google Sheets/ Apple Numbers	1	Introduction to Excel/ Google Sheets/ Apple Numbers	To understand and use basic formatting.	• I can identify cells, rows, and columns. • I can enter and edit data in a cell. • I can apply simple formatting to text.
6	Spreadsheets MS Excel / Google Sheets/ Apple Numbers	2	Using Basic Functions	To develop skills in using basic functions.	• I can understand that functions are preset formulae that complete specific jobs. • I can use the SUM, AVERAGE, MAX, and MIN functions. • I can select appropriate functions to complete a given task.
6	Spreadsheets MS Excel / Google Sheets/ Apple Numbers	3	Charts	To create and format charts.	• I can create bar, pie, and line charts. • I can apply titles and labels to charts. • I can format charts to make them easier to read.
6	Spreadsheets MS Excel / Google Sheets/ Apple Numbers	4	Sorting and Filtering Data	To sort and filter data within a spreadsheet.	• I can sort data alphabetically and numerically. • I can apply filters to a large dataset. • I can sort data and use filters to find specific information.
6	Spreadsheets MS Excel / Google Sheets/ Apple Numbers	5	Advanced Functions	To understand and use advanced functions.	• I can understand and use COUNT, COUNTA, COUNTIF and IF functions. • I can predict the outcome of formulae that use advanced functions. • I can use advanced functions to help me answer questions.

6	Spreadsheets MS Excel / Google Sheets/ Apple Numbers	6	Using a Spreadsheet to Model a Situation	To combine skills to create an effective spreadsheet for a given purpose.	• I can identify common spreadsheet error values. • I can use formulas and functions to analyse a spreadsheet. • I can create and format a spreadsheet effectively.
6	Introduction to Python	1	Text Output	To understand that Python is a text-based coding language and enter simple commands.	• I can explain what Python is and compare it to block-based coding. • I know Python has strict rules that must be followed for code to work. • I can use quotes, brackets and capitals correctly in my code when printing messages to screen. • I can debug errors in simple commands.
6	Introduction to Python	2	Python and Mathematical Calculations	To use Python to perform mathematical calculations.	• I can type simple number calculations in Python. • I can use Python to solve maths problems. • I can debug errors in mathematical commands.
6	Introduction to Python	3	Using Repeat	To be able to use repetition and Python library functions.	• I can explain why repetition is used in some computer programs. • I understand what a 'for loop' is and can use 'for loops' in my programs. • I can import a function from the python library. • I can use the sleep function to control the speed of my code.
6	Introduction to Python	4	Moving Sprites	To understand how Python in Pieces can be used to program a graphical user interface.	• I can explain what a graphical user interface is. • I know what a sprite is and how to change its position on screen. • I can use 'sleep' function to control the timing of movement.

6	Binary	1	What is Binary?	To recognise that digital systems represent all types of data using number codes in patterns of 1s and 0s (called binary digits).	• I can explain how all data in a computer is saved in the computer memory in a binary format. • I can explain that binary uses only the integers 0 and 1. • I can relate 0 to an 'off' switch and 1 to an 'on' switch.
6	Binary	2	Counting in Binary	To represent decimal (whole) numbers in a binary format.	• I can recognise that the sequence of bits doubles each time. • I can count from 0 in binary using visual aids if needed. • I can relate a binary number to its equivalent whole (decimal) number.
6	Binary	3	Converting from Decimal to Binary	To explore how division by two can be used as a technique to determine the binary representation of any whole number by collecting remainder terms.	• I can convert numbers to binary using the division-by-two method. • I can check my answers using the decimal to binary converter tool.
6	Binary	4	Game States	To represent the state of an object in a game as active or inactive using the respective binary values of 1 or 0.	• I can understand how binary values can be used within variables. • I can make use of a variable set to 0 or 1 to control game states. • I can design my own program that makes use of variables set to 0 or 1 to control an aspect of an activity.
6	micro:bit	1	Is it a Conductor?	To code a micro:bit to identify materials that are conductors.	• I can use a 'when pin' event to trigger outputs on a micro:bit. • I can use slepp commands to help with timings in my program. • I can use a variable to keep track of the number of conductors identified.

6	micro:bit	2	Step Count Data Logging	To use a micro:bit to collect step count data and use this data in graphing software	•I can set a micro:bit up to collect step counter data. •I can transfer collected data from a micro:bit into graphing software. •I can use graph software to help me present and analyse my data.
6	micro:bit	3	Logging Temperature Data	To use a micro:bit to collect temperature data and use this data in graphing software.	•I can set a micro:bit up to collect temperature data. •I can transfer collected data from a micro:bit into graphing software. •I can use graph software to help me present and analyse my data.
6	micro:bit	4	Light Level Data Logging	To use a micro:bit to collect light level data and use this data in graphing software.	•I can set a micro:bit up to collect light level data. •I can transfer collected data from a micro:bit into graphing software. •I can use graph software to help me present and analyse the amount of light different materials allow to pass through them.