

Cycle A			Cycle B		
Y1/2			Y1/2		
Autumn 1	Spring 1	Summer 1	Autumn 1	Spring 1	Summer 1
Connecting systems and networks Technology around us (Y1)	Creating Media Digital Photography (2)	Programming Moving a robot (1)	Connecting systems and networks Technology around us (Y2)	Creating Media Digital music (2)	Programming Introduction to animations (1)
What technology do we find in school and how do we use it responsibly? Recognising technology in school and using it responsibly (Paintz.app)	How can you change photographs for different purposes Capturing and changing digital photographs for different purposes (iPads and pixlr.com)	How can we write an algorithm to make a floor robot move? Creating and debugging programs and using logical reasoning to make predictions. (Bee-bot, Blue-bot)	Information technology around us Identifying IT and how its responsible use improves our world in school and beyond. (PowerPoint)	How can we use a computer to explore rhythms and melodies? Using a computer as a tool to explore rhythms and melodies, before creating a musical composition. (Chrome Music Lab)	How can we program a character to tell a story? Designing and programming the movement of a character on screen to tell stories. (Laptops - Scratch Jnr)
1. To identify technology. 2. To identify a computer and its main parts. 3. To use a mouse in different ways. 4. To use a keyboard to type on a computer. 5. To use the keyboard to edit text. 6. To create rules for using technology responsibly.	1. I can make choices when taking a photograph. 2. I can describe what makes a good photograph. 3. I can decide how photographs can be improved. 4. I can use tools to change an image.	1. I can explain what a given command will do. 2. I can act out a given word. 3. I can combine forwards and backwards commands to make a sequence. 4. I can combine four direction commands to make sequences. 5. I can plan a simple program. 6. I can find more than one solution to a problem.	1. To recognise the uses and features of information technology. 2. To identify the uses of information technology in the school. 3. To identify information technology beyond school. 4. To explain how information technology helps us 5. To explain how to use information technology safely. 6. To recognise that choices are made when using information Technology.	1. To say how music can make us feel. 2. To identify that there are patterns in music. 3. To experiment with sound using a computer. 4. To use a computer to create a musical pattern. 5. To create music for a purpose. 6. To review and refine our computer work..	1. To choose a command for a given purpose. 2. To show that a series of commands can be joined together. 3. To identify the effect of changing a value. 4. To explain that each sprite has its own instructions. 5. To design the parts of a project. 6. To use my algorithm to create a program.

	paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting, computers	Forwards, backwards, turn, clear, go, commands, Left, right, turn, Group, object, property, value, colour, size, shape, more, less, most, fewest value, label, colour, data set, more, less, most, fewest, the same	Information technology (IT), computers, barcode, scanner/scan	music, quiet, loud, feelings, emotions, pattern, rhythm, pulse, pitch, tempo, rhythm, notes, create, emotion, beat, instrument, open, edit.	instruction, sequence, clear, unambiguous, algorithm, program, order, prediction, artwork, design, route, mat, debugging, decomposition
Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2
Creating Media	Data and information	Programming	Creating Media	Data and information	Programming
Digital painting (Y1)	Grouping Data (1)	Robot algorithms (2)	Digital writing (1)	Pictograms (2)	Programming quizzes (2)
How can we create art digitally and how does it compare with non-digital art? Choosing appropriate tools in a program to create art and making comparisons with working non-digitally. (Microsoft Paint or similar)	How can we sort and group objects? Exploring object labels, then using them to sort and group objects by properties	How can we create and debug programs? Creating and debugging programs and using logical reasoning to make predictions. (Bee-bot, Blue-bot)	How can we use a computer to create text and how is this different from non-digital text? Using a computer to create and format text, before comparing to writing non-digitally. (Microsoft Word)	How can we collect and organize data on a computer? Collecting data in tally charts and using attributes to organise and present data on a computer. (j2data pictogram)	How can we design a program to create an interactive quiz? Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz. (Laptop – Scratch JNR)
1.I can label objects. 2.I can identify that objects can be counted. 3.I can describe objects in different ways. 4.I can count objects with the same properties.	1. I can label objects 2.I can identify that objects can be counted. 3.I can describe objects in different ways. 4.I can count objects with the same properties.	1.I can describe a series of instructions as a sequence. 2.I can explain what happens when we change the order of instructions. 3.I can use logical reasoning to predict the outcome of a program (series of commands).	1. I can use a computer to write 2.I can add and remove text on a computer. 3.I can identify that the look of text can be changed on a computer. 4.I can make careful choices when changing text.	1.I can recognise that we can count and compare objects using tally charts. 2. I can recognise that objects can be represented as pictures. 3.I can create a pictogram. 4.I can select objects by attribute and make comparisons.	1. To explain that a sequence of commands has a start. 2. To explain that a sequence of commands has an outcome. 3. To create a program using a given design. 4. To change a given Design.

5.I can compare groups of objects 6.I can answer questions about groups of objects	5.I can compare groups of objects 6.I can answer questions about groups of objects	4.I can explain that programming projects can have code and artwork. 5.I can design an algorithm. 6.I can create and debug a program that I have written.	5.I can explain why I used the tools that I chose. 6.I can compare typing on a computer to writing on paper.	5.I can recognise that people can be described by attributes. 6.I can explain that we can present information using a computer.	5. To create a program using my own design. 6. To decide how my project can be improved.
object, label, group, search, image, property, colour, size, shape, value, data set, more, less, most, fewest, least, the same	Object, label, group, search, image, property, size, shape, value, label, colour, data set, property value, colour, data set	Instructions, sequence, clear, unambiguous, algorithm, program order, algorithm, instructions, prediction, programming, Art work, design, route, mat ,decomposition	Word processor, keyboard, keys, letters, type, Numbers, space bar, text cursor, Capital letters, tool bar, bold, Italic, underline, Mouse, select, font, Undo, redo, format, Compare, typing, writing	More than, less than, most, least, organise data, object, tally chart, votes, total, pictogram, enter, compare, count, Tally chart, data, pictogram, explain, more common, least common, attribute, group, same, different, conclusion	sequence, command, program, run, start, outcome, predict, blocks, design, actions, sprite, project, modify, change, algorithm, build, match, compare, debug, features, evaluate, decomposition, code
Natterhub E-Safety focus Year 2 Feel It: Lesson 2 To understand the effect our words and actions can have on others. Balance It: Lesson 1 To understand why online and offline time need to be balanced. Question It: Lesson 1 To use keywords in search engines and demonstrate how to navigate a simple webpage to retrieve information.	Natterhub E-Safety focus Year 2 Think It: Lesson 2 To find out how to spot a fake profile. Mind It: Lesson 1 To explain how information put online about me can last for a long time. Secure It: Lesson 2 To describe and explain some rules for keeping information private. Learn It: Lesson 1 To know that content on the internet may belong to other	Natterhub E-Safety focus Year 2 Feel It: Lesson 3 To understand who is responsible for bullying behaviour. Question It: Lesson 3 To understand that some information we find online may not be true. Learn It: Lesson 3 To know how to learn from others online. Chat It: Lesson 2 To be able to communicate safely with people we don't know.	Natterhub E-Safety focus Year 1 Feel It - Lesson 1 To describe ways that some people can be unkind online Balance it – Lesson 1 To identify, follow and understand why we need rules around screen time. Chat it – Lesson 1 To understand the function of avatars. Question it – Lesson 1 To identify devices that use the internet and use them to find	Natterhub E-Safety focus Year 1 Think it – Lesson 1 To gain an understanding of what makes someone good or bad. Mind it – Lesson 1 To understand what an online profile is. Secure it – Lesson 2 To be aware of information that should or shouldn't be shared online. Learn it – Lesson 1 To understand that we have ownership of the work we create.	Natterhub E-Safety focus Year 1 Feel it – Lesson 2 To understand how being unkind to someone can make them feel. Balance it – Lesson 2 To learn when it is a good time to use screens. Chat it – Lesson 3 To understand that emojis can be an effective way to communicate online. Question it – Lesson 3 To know how to use search engines efficiently and safely.



Chat It: Lesson 1 To understand how to communicate kindly online.	people and why it belongs to them.		information.		
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