

	Autumn 1	
KS1	Computer Systems and Networks	
	Year 1	Year 2
	L1: What is IT?	L1: What is IT?
	L2: What IT do we have in school?	L2: What IT do we have in school?
	L3: What types of IT do we have in the world?	L3: What types of IT do we have in the world?
	L4: What are the benefits of IT?	L4: What are the benefits of IT?
	L5: Why is it important to use IT safely and how can we keep ourselves safe	L5: Why is it important to use IT safely and how can we keep ourselves safe
	when using IT?	when using IT?
	L6: How can we use IT in different ways?	L6: How can we use IT in different ways?
Key Concepts to	L1: Children can identify examples of computers and identify that a computer	L1: Children can identify examples of computers, describe some uses of
assess	is a part of IT.	computers and identify that a computer is a part of IT.
	L2: Children can identify examples of IT in school and sort school IT by what it	L2: Children can identify examples of IT in school and sort school IT by what
	is used for.	it is used for. They can identify that some IT can be used in more than one
	13: Children can find examples of IT and sort where it is found.	way.
	14: Children can recognise common types of technology. They can say why we	L3: Children can find examples of IT and sort where it is found. They can
	14. Children can recognise common types of technology. They can say why we	talk about uses of IT.
	use II.	L4: Children can recognise common types of technology. They can
	L5: Children can talk about the rules for using IT. They know how rules can	demonstrate how IT devices work together and say why we use IT.
	help keep them safe.	L5: Children can list different uses of IT and can talk about the rules for
	L6: Children can use IT for different types of activities and can explain the	using IT. They know how rules can help keep them safe.
	need to use IT in different ways.	L6: Children can identify the choices that they make when using IT. They
	,	can use IT for different types of activities and can explain the need to use IT
		in different ways.
Vocabulary	Information technology (IT), computer, laptop	Information technology (IT), computer, laptop, barcode, scanner/scan
Europianoos		
Experiences		
SMSC		
British Values	Rule of Law – laws and rules around IT use	
School Values	Honest – Importance of following rules around IT use.	



Autumn 2		
KS1	Digital Photography	
	Year 1	Year 2
	L1: How do you take a photograph?	L1: How do you take a photograph?
	L2: Can you take a photograph that is landscape and portrait?	L2: Can you take a photograph that is landscape and portrait?
	L3: What makes a good photograph?	L3: What makes a good photograph?
	L4: Why is lighting important when taking a photograph?	L4: Why is lighting important when taking a photograph?
	L5: How can different effects be used to change an image?	L5: How can different effects be used to change an image?
	L6: Are all photographs real?	L6: Are all photographs real?
Key Concepts to	L1: Children can recognise what devices can be used to take photographs and	L1: Children can recognise what devices can be used to take photographs
assess	they can talk about how to take a photograph.	and they can talk about how to take a photograph. Children can explain
	L2: Children can explain the process of taking a good photograph and can take	what they did to capture a digital photo.
	photographs in both landscape and portrait format.	L2: Children can explain the process of taking a good photograph and can
	L3: Children can discuss how to take a good photograph and can improve a	take photographs in both landscape and portrait format. Children can
	photograph by retaking it.	explain why a photo looks better in portrait or landscape format.
	L4: Children can explore the effect that light has on a photo. Children can	L3: Children can identify what is wrong with a photograph. Children can
	explain why a picture may be unclear.	discuss how to take a good photograph and can improve a photograph by
	L5: Children can recognise that images can be changed and can use a tool to	retaking it
	achieve a desired effect.	14: Children can explore the effect that light has on a photo and can
	L6: Children can capture a photo. Children can recognise which photos have	experiment with different light sources. Children can explain why a nicture
	been changed and can which ones are real.	may be unclear.
		L5: Children can recognise that images can be changed and can use a tool
		to achieve a desired effect. Children can explain their choices.
		L6: Children can apply a range of photography skills to capture a photo.
		Children can recognise which photos have been changed and can which
		ones are real.
Vocabulary	camera, photograph, capture, image, digital, landscape, portrait, Framing.	Device, camera, photograph, capture, image, digital, landscape, portrait,
-	subject, flash, focus, background, Editing, filter	Framing, subject, compose, Light sources, flash, focus, background, Editing,
		filter, Format
Experiences		
SMSC	Moral – changing photographs (should we do this?)	
British Values	Mutual respect – when taking photographs of other people.	
School Values	Considerate – when taking photographs of other people.	



Spring 1		
KS1	Creating Media – Making Music	
	Year 1	Year 2
	L1: How does different music make you feel?	L1: How does different music make you feel?
	L2: What are rhythms and patterns in music?	L2: What are rhythms and patterns in music?
	L3: How can music be used?	L3: How can music be used?
	L4: What are musical notes and what is tempo?	L4: What are musical notes and what is tempo?
	L5: How can we create digital music?	L5: How can we create digital music?
	L6: How can we review and edit music?	L6: How can we review and edit music?
Key Concepts to	L1: Children can describe music using adjectives. Children can say what they	L1: Children can identify simple different in pieces of music and can
assess	like and dislike about a piece of music.	describe music using adjectives. Children can say what they like and dislike
	L2: Children can create a rhythm pattern and can play an instrument following	about a piece of music.
	a rhythm pattern.	L2: Children can create a rhythm pattern and can play an instrument
	L3: Children can connect images with sounds. Children can use a computer to	following a rhythm pattern. Children can explain that music is created and
	experiment with pitch.	played by humans.
	L4: Children can identify that music is a sequence of notes. Children can use a	L3: Children can connect images with sounds. Children can use a computer
	computer to refine a musical pattern.	to experiment with pitch and can relate an idea to a piece of music.
	L5: Children can create a simple rhythm on the computer which represents an	14: Children can identify that music is a sequence of notes. Children can
	animal they have chosen and can add a sequence of notes to the rhythm.	explain how music can be played in different ways and can use a computer
	L6: Children can review their work. Children can listen to music and describe	to refine a musical nattern
	how it makes them feel.	15: Children can create a rhythm on the computer which represents an
		animal they have chosen and can add a sequence of notes to the rhythm
		16: Children can review their work and explain how they have changed it
		Children can listen to music and describe how it makes them feel
Vocabulary	Music quiet loud feelings routhm pulse pitch temps notes instrument	Music quiet loud feelings emotions Pattern rhythm pulse nitch tempo
vocabulary	Greate Open colort tool	notes instrument Create Open edit select tool
Experiences		
SMSC	Spiritual – music and the affect it has on different people	
British Values		
School Values	Honest – when evaluating work	
	Resilient – things go wrong in computing and we have to find ways to fix the problems without getting upset.	
		5 5 1



Spring 2		
KS1	Programming - BeeBots	
	Year 1	Year 2
	L1: Can you follow and give instructions?	L1: Can you follow and give instructions?
	L2: How does the order of a set of instructions affect the outcome?	L2: How does the order of a set of instructions affect the outcome?
	L3: Can you predict the outcome of a program?	L3: Can you predict the outcome of a program?
	L4: How can we make a mat for the floor robot?	L4: How can we make a mat for the floor robot?
	L5: Can you design an algorithm?	L5: Can you design an algorithm?
	L6: Can you create and debug a program?	L6: Can you create and debug a program?
Key Concepts to	L1: Children can follow instructions and with some support give instructions.	L1: Children can follow instructions given by someone else and can give
assess	L2: Children can use an algorithm to program a sequence of a floor robot and	clear instructions.
	can show the difference in outcomes between two sequences that consist of	L2: Children can use the same instructions to create different algorithms.
	the same instructions.	Children can use an algorithm to program a sequence of a floor robot and
	L3: Children can follow a sequence and can predict the outcome of a	can show the difference in outcomes between two sequences that consist
	sequence.	of the same instructions.
	L4: Children can identify different routes around their mat and can test their	L3: Children can follow a sequence and can predict the outcome of a
	mat to make sure it is usable.	sequence. Children can compare their prediction to the program outcome.
	L5: Children can create an algorithm to meet their goal and can use their	L4: Children can explain the choices they have made for their mat designs.
	algorithm to create a program.	Children can identify different routes around their mat and can test their
	L6: Children can test and debug each part of the program. Children can plan	mat to make sure it is usable.
	algorithms for different parts of a task.	L5: Children can explain what their algorithm should achieve. Children can
		create an algorithm to meet their goal and can use their algorithm to create
		a program
		16: Children can test and debug each nart of the program. Children can plan
		algorithms for different narts of a task and can nut together the different
		narts of the program
Vocabulary	Instruction sequence clear algorithm program	Instruction sequence clear unambiguous algorithm program
vocubulary	order prediction design route mat Debugging	order prediction Artwork design route mat Debugging decomposition
Experiences		
SMSC		
British Values		
School Values	Honest – when making predictions and comparing to outcomes.	



KS1 Data and information-Ricerams Vear 1 Vear 2 1:1-box can we count and compare using a tally chart? 1:1 How can we count and compare using a tally chart? 1:1 How can we use the computer to create a pictogram? 1:3 How can we use the computer to create a pictogram? 1:3 How can we use the computer to create a pictogram? 1:3 How can we use the computer to create a pictogram? 1:3 How can we use the computer to create a pictogram? 1:3 How can we use the computer to create a pictogram? 1: Children can record data in a tally chart and can represent a tally count as a total. With support children can compare totals in a tally chart and can represent a tally count as a total. With support children can compare totals in a tally chart. 1: Children can enter data onto a computer to view data in a different ways? Key Concepts D 1: Children can enter data onto a computer. Children can use pictograms to answer simple questions about objects. 1: Children can enter data onto a computer to view data in a different format. A: Children can and paine data in a tally chart. Children can use pictogram. 1: Children can use pictogram to answer simple questions about objects. 1: Children can use a computer and can represent a tally count as a pictogram to arrange objects by an attribute. 1: Children can use a computer and can represent a tally chart. L: Children can use a computer and can represent a tally chart. 1: Children can use a computer and can represent a tally chart. 1: Children can use a computer and can represent to reate a p	Summer 1		
Ver 1 Ver 2 11: How can we count and compare using a tally chart? 1: How can we count and compare using a tally chart? 12: How can we use the computer to create a pictogram? 1: How can we use the computer to a pictogram using a computer? 13: How can we present information in different ways? 1: How can we use the computer sing a tally chart? 14: What is an attribute? 1: How can we use the computer is to create a pictogram? 14: What is an attribute? 1: How can we use the computer to create a pictogram? 12: Filtow can we present information in different ways? 1: How can we use that and there ways? Key Concepts to 1: Children can record data in a tally chart and can represent a tally count as a total. With support children can computer. Children can use pictogram. 1: Children can computer and can use a computer to we data in a tally chart. Children can use a total children can use a total children can use a total children can compare totals in a tally chart. 13: Children can organise data in a tally chart. Children can use a tally chart. 1: Children can tally objects. 13: Children can organise data in a tally chart. Children can careta a pictogram and explain what the pictogram shows. 1: Children can tally objects. 13: Children can use a computer program to present information in different ways. 1: Children can use a computer program to present information in different ways. 14: Children can use a computer program to present information in different ways. 1: Children can use a computer program to present information in different w	KS1	Data and Information - Pictograms	
I.: How can we count and compare using a tally chart? I.: How can we count and compare using a tally chart? I.: How can we use the computer to create a pictogram using a computer? I.: How can we use the computer to create a pictogram? I.: What is an attribute? I.: What is an attribute? I.: What is an attribute? I.: Children can record data in a tally chart. I.: Children can record data in a tally chart. I.: Children can record data in a tally chart. I.: Children can record data in a tally chart. I.: Children can record data in a tally chart. I.: Children can record data in a tally chart. I.: Children can compare totals in a tally chart. I.: Children can record data in a tally chart. I.: Children can compare totals in a tally chart. I.: Children can enter data onto a computer. Children can use pictogram. I.: Children can organize data in a tally chart. I.: Children can anter data onto a computer. I.: Children can compare totals in a tally chart. I.: Children can anter data onto a computer program. I.: Children can anter data onto a computer and can use a computer or view data in a tally chart. I.: Children can collect the date they need and use it to create a pictogram. I.: Children can use a computer program to present information in different ways. I.: Children can use a computer program to present information in different ways. I.: Children can use a computer program to present informati		Year 1	Year 2
L2: How can data be entered onto a pictogram using a computer? L2: How can data be entered onto a pictogram using a computer? L3: How can we use the computer to create a pictogram? L3: How can we use the computer to create a pictogram? L4: What is an attribute? L3: How can we use the computer to create a pictogram? L4: What is an attribute? L3: How can we present information in different ways? L5: How can we present information in different ways? L6: How can we present information in a tally chart and can represent a tally count as a total. With support children can compare totals in a tally chart. assess L1: Children can encord data in a tally chart. An tally chart and can use pictograms to answer simple questions about objects. L2: Children can use a computer formation in different ways? L3: Children can organize data in a tally chart. Children can use a tally chart. L2: Children can use a tally chart. L2: Children can use a tally chart. L3: Children can use pictogram to arrange objects by an attribute. L3: Children can use a tally chart. L2: Children can use a tally chart. L3: Children can use a computer program to present information in different ways? L3: Children can use a computer program to present information in different ways. L3: Children can use a computer program to present information in different ways. L3: Children can use a computer program to present information in different ways. L4: Children can use a computer program to present informat		L1: How can we count and compare using a tally chart?	L1: How can we count and compare using a tally chart?
Bis How can we use the computer to create a pictogram? 13: How can we use the computer to create a pictogram? Lit Whits is an attribute? 14: Whits is an attribute? Lit Children can record data in a tally chart and can represent a tally count as as total. With support children can record data in a tally chart. 15: How can we use the computer to create a pictogram? Key Concepts 11: Children can record data in a tally chart and can represent a tally count as as total. With support children can compare totals in a tally chart. 12: Children can organize data in a tally chart. 12: Children can organize data in a tally chart. 12: Children can organize data in a tally chart. 12: Children can organize data in a tally chart. 13: How can we use the computer to create a pictogram? 12: Children can organize data in a tally chart. 13: How can we use the computer to create a pictogram to answer simple questions about objects. 13: Children can organize data in a tally chart. Children can use a tally chart. 12: Children can organize data in a tally chart. 14: Children can collect the date they need and use it to create a pictogram. 14: Children can collect the date they need and use it to create a pictogram and explain what the pictogram shows. 15: With support children can compare total, in a tally chart. 14: Children can use a computer program to present information in different ways. 16: Children can sole objects by an attribute. 14: Children can use a computer program to present information in different ways. 15: With support children can use a couldue the preed and		L2: How can data be entered onto a pictogram using a computer?	L2: How can data be entered onto a pictogram using a computer?
L4: What is an attribute? L4: What is an attribute? L4: What is an attribute? L4: What is an attribute? L5: How can people be describe using attributes? L5: How can people be describe using attributes? L6: How can we present information in different ways? L5: How can we present information in different ways? Key Concepts to assess L1: Children can record data in a tally chart and can represent a tally cont a total. With support children can compare totals in a tally chart. L1: Children can compare totals in a tally chart. L2: Children can organize data in a tally chart. Children can use a total. L2: Children can use a total. L3: Children can use objects by an attribute. L3: Children can use a total use it to create a pictogram to arrange objects by an attribute. L3: Children can use a computer program to present information in different ways L6: Children can use a computer program to present information in different, ways L6: Children can use a computer program to present information in different, ways. Children can use a computer program to present information in different, ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can usea computer program to present information in different ways. Chil		L3: How can we use the computer to create a pictogram?	L3: How can we use the computer to create a pictogram?
b:: How can people be describe using attributes? 15: How can people be describe using attributes? b:: How can we present information in different ways? 16: How can we present information in different ways? b:: How can we present information in different ways? 11: Children can record data in a tally chart. assess 12: Children can enter data onto a computer. Children can use pictograms to answer simple questions about objects. 12: Children can analy objects. 13: Children can analy objects using a common attribute. Children can corganes objects by an attribute. 13: Children can analy objects using a common attribute. Children can analy objects. 14: Children can analy objects using a common attribute. Children can corgane objects by an attribute. 13: Children can analy objects using a common attribute. Children can analy objects using a common attribute. 15: With support children can chose a suitable attribute to compare poople. 14: Children can analy objects using a common attribute. 16: Children can use a computer program to present information in different 14: Children can analy objects using a common attribute. 16: Children can use a computer program to present information in different ways. 14: Children can analy objects using a common attribute. 16: Children can use a computer program to present information in different ways. 14: Children can analy objects using a common attribute. 16: Children can use a computer program to present information in different ways. 14: Children can analy objects using a common attribute. 16: Children can us		L4: What is an attribute?	L4: What is an attribute?
L6: How can we present information in different ways? L6: How can we present information in different ways? Key Concepts to assess L1: Children can record data in a tally chart and can represent a tally count a total. With support children can compare totals in a tally chart. L2: Children can enter data onto a computer. Children can use pictograms to answer simple questions about objects. L3: Children can organize data in a tally chart. Children can use a tally chart to L3: Children can organize data in a tally chart. Children can use a tally chart L3: Children can organize data in a tally chart. Children can use a tally chart L4: Children can tally objects using a common attribute. L5: With support children can those a suitable attribute to compare people. Children can collect the date they need and use it to create a pictogram. L6: Children can use a computer program to present information in different ways L3: Children can use a tally chart. Children can create a pictogram to arrange objects by an attribute. Children can use a computer program to present information in different ways L4: Children can use a computer program to present information in different ways. Children can sue a computer program to present information in different ways. Children can sue a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can sue a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a data, object, tally chart, votes, nor topular, least negres, data, object, tally chart, votes, isota projuar, least negres, data, object, tally chart, votes, nor topular, least negres, data, object, tally chart, votes, nor topular, least negres, data, object, tally chart, votes, nore topular, least negres, data, object, tally chart, votes, nor po		L5: How can people be describe using attributes?	L5: How can people be describe using attributes?
Key Concepts to a stoal. With support children can compare totals in a tally chart and can represent a tally count as a total. With support children can compare totals in a tally chart.L1: Children can compare totals in a tally chart and can represent a tally count as a total. Children can compare totals in a tally chart.12: Children can enter data onto a computer. Children can use pictograms to answer simple questions about objects.L2: Children can enter data onto a computer to view data in a different format. Children can use a computer to view data in a different format. Children can use a tally chart.13: Children can tally objects using a common attribute. Children can can can as a total. With support children can cose a suitable attribute to compare people.L3: Children can dexplain what the pictogram shows.14: Children can use a computer program to present information in different waysL4: Children can use a computer program to present information in different view data, a different format.L5: Children can use a totagram which they can can can a data what they have found out using a computer and give examples of why information should not be shared.VocabularyMore than, less than, most, least, organise, data, object, tally chart, total, pictogram, common, sharing, dataMore than, less than, most, least, organise, data, object, tally chart, voces, data, compare, Attribute, group, same, different, conclusion, block diagram, common, sharing, dataMore than, less than, most, least, organise, data, object, tally chart, total, pictogram, enter, data, Attribute, group, same, different, conclusion, block diagram, common, sharing, dataMore than, less than, most, least, organise, data, object, tally chart, voces, total pictogram, enter, data, compare, Attribute, group, same, different, <br< th=""><th></th><th>L6: How can we present information in different ways?</th><th>L6: How can we present information in different ways?</th></br<>		L6: How can we present information in different ways?	L6: How can we present information in different ways?
assess as total. With support children can compare totals in a tally chart. as a total. Children can ompare totals in a tally chart. L2: Children can enter data onto a computer. Children can use pictograms to answer simple questions about objects. L3: Children can organize data in a tally chart. Children can use a tally chart to answer simple questions about objects. L3: Children can organize data in a tally chart. Children can use a tally chart to create a pictogram. L4: Children can tally objects using a common attribute. Children can use a tally chart. L3: Children can angapise data in a tally chart. Children can use a tally chart to create a pictogram to arrange objects by an attribute. L3: Children can angapise data in a tally chart. Children can use a tally chart to create a pictogram to arrange objects by an attribute. L5: With support children can choose a suitable attribute to compare people. Children can use a computer program to present information in different Ways L6: Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to graspise, data, object, tally chart, total , Pictogram, enter, data, Attribute, group, same, different, conclusion, block diagram, common, sharing, data Vocabulary More than, less than, most, least, organise, data, object, tally chart, conclusion, block diagram, common, sharing, data Stopol Value British Values Rule of Law - laws around information sharing Democracy – whh	Key Concepts to	L1: Children can record data in a tally chart and can represent a tally count as	L1: Children can record data in a tally chart and can represent a tally count
L2: Children can enter data onto a computer. Children can use pictograms to answer simple questions about objects. L3: Children can reparize data in a tally chart. Children can use a tally chart to create a pictogram. L4: Children can tally objects using a common attribute. Children can create a pictogram to arrange objects by an attribute. L5: With support children can choose a suitable attribute to compare people. Children can use a computer program to present information in different ways L6: Children can use a computer program to present information in different ways L6: Children can sus a computer program to present information in different ways WocabularyL2: Children can enter data onto a computer and can use a computer to view data in a different format. Children can use a tally chart. Children can tally objects using a common attribute. L4: Children can use a bitable attribute. Children can use a computer program to present information in different ways Children can share what they have found out using a computer and give examples of why information should not be shared.VocabularyMore than, less than, most, least, organise, data, object, tally chart, total , diagram, common, sharing, dataMore than, less than, most, least, organise, data, object, tally chart workExperiencesShifes Democracy – when voting as part of tally chart workHo	assess	a total. With support children can compare totals in a tally chart.	as a total. Children can compare totals in a tally chart.
Answer simple questions about objects.view data in a different format. Children can use pictograms to answer13: Children can organize data in a tally chart. Children can use a tally chart.simple questions about objects.14: Children can tally objects using a common attribute. Children can create a pictogram to arrange objects by an attribute.L3: Children can organize data in a tally chart. Children can use a tally chart14: Children can coller the date they need and use it to create a pictogram to arrange objects by an attribute.L4: Children can chose a suitable attribute to compare people.Children can coller the date they need and use it to create a pictogram.L6: Children can use a computer program to present information in different waysL6: Children can use that, lesst than, most, least, organise, data, object, tally chart, total , Pictogram, enter, data, Attribute, group, same, different, conclusion, block diagram, common, sharing, dataL6: Children can use a round information sharing Democracy – when voting as part of tally chart workSchool ValuesRule of Law – laws around information sharingMorest		L2: Children can enter data onto a computer. Children can use pictograms to	L2: Children can enter data onto a computer and can use a computer to
L3: Children can organize data in a tally chart. Children can use a tally chart to create a pictogram. simple questions about objects. L4: Children can tally objects using a common attribute. L3: Children can organise data in a tally chart. Children can use a tally chart. L4: Children can tally objects by an attribute. L3: Children can tally objects using a common attribute. L3: Children can tally objects using a common attribute. L5: With support children can chose a suitable attribute to compare people. Children can use a computer program to present information in different L4: Children can use a suitable attribute to compare people. L6: Children can use a computer program to present information in different L5: Children can use a computer program to present information in different L5: Children can use a computer program to present information in different ways. Children can use a toreate a pictogram. Vocabulary More than, less than, most, least, organise, data, object, tally chart, total , Pictogram, enter, data, Attribute, group, same, different, conclusion, block diagram, common, sharing, data More than, less than, most, least, organise, data, object, tally chart, total , Pictogram, enter, data, Attribute, group, same, different, conclusion, block diagram, common, sharing, data More than, less than, most, least, organise, data, object, tally chart, votes, total , Pictogram, enter, data, compare, Attribute, group, same, different, most popular, least popular, conclusion, block diagram, common, sharing Democracy – when voting as part of tally chart work Sthool Values H		answer simple questions about objects.	view data in a different format. Children can use pictograms to answer
create a pictogram. L4: Children can tally objects using a common attribute. Dipictogram to arrange objects by an attribute. L5: With support children can choose a suitable attribute to compare people. Children can collect the date they need and use it to create a pictogram. L6: Children can use a computer program to present information in different waysL3: Children can use a computer program to present information in different can cleate they need and use it to create a pictogram. L6: Children can use a computer program to present information in different waysL3: Children can use a computer program to present information in different can collect the date they need and use it to create a pictogram. L6: Children can use a computer program to present information in different waysL3: Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program compane, shared, object, tally chart, votes, tot		L3: Children can organize data in a tally chart. Children can use a tally chart to	simple questions about objects.
L4: Children can tally objects using a common attribute. Children can create a pictogram to arrange objects by an attribute. L5: With support children can chose a suitable attribute to compare people. Children can use a computer program to present information in different ways L6: Children can use a computer program to present information in different ways L6: Children can use a computer program to present information in different ways L6: Children can use a computer program to present information in different ways L6: Children can use a computer program to present information in different ways L6: Children can use a computer program to present information in different ways. Children can share what they have found out using a computer and give examples of why information should not be shared.VocabularyMore than, less than, most, least, organise, data, object, tally chart, total, Pictogram, enter, data, Attribute, group, same, different, diagram, common, sharing, dataMore than, less than, most, least, organise, data, object, tally chart, total, Pictogram, enter, data, attribute, group, same, different, most popular, least popular, conclusion, block diagram, common, sharing, dataBritish ValuesRule of Law – laws around information sharing Democracy – when voting as part of tally chart work.L9: L0: L0: L0: L0: L0: L0: L0: L0: L0: L0		create a pictogram.	L3: Children can organise data in a tally chart. Children can use a tally chart
pictogram to arrange objects by an attribute. L5: With support children can choose a suitable attribute to compare people. Children can collect the date they need and use it to create a pictogram. L6: Children can use a computer program to present information in different ways WocabularyL4: Children can use a computer program to present information in different, can claex they need and use it to create a pictogram. L6: Children can use a computer program to present information in different waysL4: Children can tally objects using a common attribute. Children can answer comparison questions about an attribute. L5: Children can use a computer program to present information in different ways. Children can share what they have found out using a computer and give examples of why information should not be shared.VocabularyMore than, less than, most, least, organise, data, object, tally chart, total, Pictogram, enter, data, Attribute, group, same, different, diagram, common, sharing, dataMore than, less than, most, least, organise, data, object, tally chart, total, most popular, least popular, conclusion, block diagram, common, sharing, dataBritish ValuesRule of Law – laws around information sharing Democracy – when voting as part of tally chart work.L4: Children can tally objects using a common attribute. Children can create a pictogram to arrange objects by an attribute a pictogram to arrange objects by an attribute. L5: Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can share what they have found out using a computer and give examples of why information should not be shared.SthoseStoal Democracy – when voting as part of tally chart work.L4: Children can use a		L4: Children can tally objects using a common attribute. Children can create a	to create a pictogram and explain what the pictogram shows.
L5: With support children can choose a suitable attribute to compare people. Children can collect the date they need and use it to create a pictogram. L6: Children can use a computer program to present information in different ways a pictogram to arrange objects by an attribute and can answer comparison questions about an attribute. L5: Children can choose a suitable attribute to compare people. Children can collect the date they need and use it to create a pictogram which they can draw conclusions from. L6: Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can share what they have found out using a computer and give examples of why information should not be shared. More than, less than, most, least, organise, data, object, tally chart, total, Pictogram, enter, data, Attribute, group, same, different, conclusion, block diagram, common, sharing, data More than, less than, most, least, organise, data, object, tally chart, votes, total, Pictogram, enter, data, compare, Attribute, group, same, different, most popular, least popular, conclusion, block diagram, common, sharing, data Experiences		pictogram to arrange objects by an attribute.	L4: Children can tally objects using a common attribute. Children can create
Children can collect the date they need and use it to create a pictogram. L6: Children can use a computer program to present information in different waysquestions about an attribute. L5: Children can use a computer program to present information in different can collect the date they need and use it to create a pictogram which they can draw conclusions from. L6: Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information in different ways. Children can use a computer program to present information, block diagram, common, sharing, dataMore than, less than, most, least popular, conclusion, block diagram, common, sharing, dataExperiences<		L5: With support children can choose a suitable attribute to compare people.	a pictogram to arrange objects by an attribute and can answer comparison
L6: Children can use a computer program to present information in different ways L5: Children can use a computer program to present information in different ways L5: Children can chose a suitable attribute to compare people. Children can collect the date they need and use it to create a pictogram which they can draw conclusions from. Vocabulary More than, less than, most, least, organise, data, object, tally chart, total , Pictogram, enter, data, Attribute, group, same, different, conclusion, block diagram, common, sharing, data More than, less than, most, least, organise, data, object, tally chart, total , Pictogram, enter, data, Attribute, group, same, different, conclusion, block diagram, common, sharing, data More than, less than, most, least, organise, data, object, tally chart, total , Pictogram, enter, data, Attribute, group, same, different, conclusion, block diagram, common, sharing, data More than, less than, most, least, organise, data, object, tally chart, total , Pictogram, enter, data, compare, Attribute, group, same, different, conclusion, block diagram, conduct, least popular, conclusion, block diagram, common, sharing, data SMSC Experiences Experiences British Values Rule of Law – laws around information sharing Democracy – when voting as part of tally chart work Experiences School Values Honest Honest Honest		Children can collect the date they need and use it to create a pictogram.	questions about an attribute.
ways can collect the date they need and use it to create a pictogram which they can draw conclusions from. L6: Children can use a computer program to present information in different ways. Children can share what they have found out using a computer and give examples of why information should not be shared. Vocabulary More than, less than, most, least, organise, data, object, tally chart, total , Pictogram, enter, data, Attribute, group, same, different, conclusion, block diagram, common, sharing, data More than, less than, most, least, organise, data, object, tally chart, votes, total , Pictogram, enter, data, compare, Attribute, group, same, different, most popular, least popular, conclusion, block diagram, common, sharing, data Experiences		L6: Children can use a computer program to present information in different	15: Children can choose a suitable attribute to compare people. Children
And a section of the claim		wavs	can collect the date they need and use it to create a nictogram which they
British Values Rule of Law – laws around information sharing Democracy – when voting as part of tally chart work School Values Honest			can draw conclusions from
Image: Construction of the operation of the program to pr			16: Children can use a computer program to present information in
Wore than, less than, most, least, organise, data, object, tally chart, total, More than, less than, most, least, organise, data, object, tally chart, total, More than, less than, most, least, organise, data, object, tally chart, total, Pictogram, enter, data, Attribute, group, same, different, conclusion, block More than, less than, most, least, organise, data, object, tally chart, votes, total, Pictogram, enter, data, compare, Attribute, group, same, different, most popular, least popular, conclusion, block diagram, common, sharing, data Experiences			different ways. Children can share what they have found out using a
VocabularyMore than, less than, most, least, organise, data, object, tally chart, total, Pictogram, enter, data, Attribute, group, same, different, conclusion, block diagram, common, sharing, dataMore than, less than, most, least, organise, data, object, tally chart, votes, total , Pictogram, enter, data, compare, Attribute, group, same, different, most popular, least popular, conclusion, block diagram, common, sharing, dataExperiencesImage: Computer and give examples of with information sharing, dataSMSCImage: Computer and give examples of with information sharing Democracy – when voting as part of tally chart workSchool ValuesRule of Law – laws around information sharing Democracy – when voting as part of tally chart work			computer and give examples of why information should not be shared
Wore than, less than, most, least, organise, data, object, tany than, total, nost, least, organise, data, object, tany than, total, pictogram, enter, data, compare, Attribute, group, same, different, diagram, common, sharing, data Experiences	Vocabulary	More than loss than most loast erganice data phiest tally shart total	More than less than most least organise data object tally chart votes
Prictogram, enter, data, Attribute, group, same, different, conclusion, block interent, data, compare, Attribute, group, same, different, conclusion, block diagram, common, sharing, data most popular, least popular, conclusion, block diagram, common, sharing, data SMSC Image: SMSC service serv	vocabulary	Nore trian, less trian, most, least, organise, data, object, tany triant, total ,	total Dictogram enter data compare Attribute group same different
Indegram, common, sharing, data Index popular, least popular, condusion, block diagram, common, sharing, data Experiences data SMSC Index popular, least popular, condusion, block diagram, common, sharing, data British Values Rule of Law – laws around information sharing Democracy – when voting as part of tally chart work School Values Honest		Pictogram, enter, data, Attribute, group, same, different, conclusion, block	most nonular loast nonular conclusion block diagram common sharing
Experiences Fixed and the second an		diagram, common, sharing, data	data
SMSC British Values Rule of Law – laws around information sharing Democracy – when voting as part of tally chart work School Values Honest	Experiences		
British Values Rule of Law – laws around information sharing Democracy – when voting as part of tally chart work School Values Honest	SMSC		
Democracy – when voting as part of tally chart work School Values Honest	British Values	Rule of Law – laws around information sharing	
School Values Honest		Democracy – when voting as part of tally chart work	
	School Values	Honest	



	Summer 2	
KS1	Programming – Scratch Jnr	
	Year 1	Year 2
	L1: How can we start and run a sequence in Scratch Jnr?	L1: How can we start and run a sequence in Scratch Jnr?
	L2: What is an outcome?	L2: What is an outcome?
	L3: What is design and how can we use design in our program?	L3: What is design and how can we use design in our program?
	L4: How can we change a design?	L4: How can we change a design?
	L5: How can we design and create a program?	L5: How can we design and create a program?
	L6: How can we make our design better?	L6: How can we make our design better?
Key Concepts to	L1: Children can identify the start of a sequence. Children can show how to	L1: Children can identify the start of a sequence and identify that a program
assess	run their program.	needs to be started. Children can show how to run their program.
	L2: Children can predict the outcome of a sequence of commands. Children	L2: Children can predict the outcome of a sequence of commands. Children
	can match two sequences with the same outcome.	can match two sequences with the same outcome. Children can change the
	L3: Children can decide which blocks to use to meet the design and can build	outcome of a sequence of commands.
	the sequences of blocked needed.	L3: Children can work out the actions of a sprite in an algorithm. Children
	L4: Children can choose backgrounds and characters for the design.	can decide which blocks to use to meet the design and can build the
	L5: Children can choose the images for their own design. Children can create	sequences of blocked needed
	an algorithm. With support children can build sequences of blocks to match	14: Children can choose backgrounds and characters for the design
	their design.	Children can create a program based on the new design
	16: With support children can compare their project to their design. Children	15: Children can choose the images for their own design. Children can
	can improve their project by adding new features.	create an algorithm. Children can build sequences of blocks to match their
		design
		design.
		Lo: Children can compare their project to their design. Children can
		improve their project by adding new features. Children can debug their
		program.
Vocabulary	Sequence, command, program, run, start, predict, program, blocks, Sprite,	Sequence, command, program, run, start, outcome, predict, program,
	algorithm, design, sequence, change, build, match, Compare, features	blocks, Sprite, algorithm, design, sequence, Actions, project, modify,
Funenienes -		change, build, match, compare, debug, features, evaluate
Experiences		
SMSC		
British Values		
School Values		