|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term** | **Unit** | **Just At** | **At** | **Above** |
| Autumn 1 | Connecting Computers | To identify input and output devices.  To recognise that computers can be connected to each other.  To identify how computers are used in everyday life. | To begin to understand that a process acts on the inputs.  To identify how devices in a network are connected with one another.  To explain how computer systems can change the way we work. | To explain that a computer system accepts an input and processes it to produce an output.  To recognise that a network is made up of a number of components  To identify the benefits of computer networks. |
| Autumn 2 | Desktop publishing | With support, recognise how text and images can be used together to convey information.  To recognise portrait and landscape page orientations.  With support, consider how different layouts can suit different purposes.  To recognise DTP pages can be structured with placeholders | To recognise how text and images can be used together to convey information.  To define landscape and portrait as two different page orientations.  Consider how different layouts can suit different purposes.  To design and organise information using placeholders, considering the font size, images, and font effects. | To recognise how text and images can be used together to convey information and analyse how effective they are.  To define landscape and portrait as two different page orientations and explain why certain orientations are used.  To analyse how different layouts can suit different purposes.  To design organise information and consider the benefits of using DTP |
| Spring 1 | Sequencing Sound | To explain what a sequence is.  To begin to explain that the order of commands can affect a program's output.  With support, create a simple sequence of commands to produce a given outcome. | To identify that a program includes sequences of commands.  To explain that the order of commands can affect a program’s output.  Create a sequence of commands to produce a given outcome. | To identify that the sequence of a program is a process.  To identify that different sequences can achieve the same or different outputs.  Create a sequence of commands to produce a given outcome and to evaluate my work and suggest ways to improve it. |
| Spring 2 | Stop frame animation | To explain that an animation is made up of a sequence of images.  With support, plan an animation using a storyboard  To capture an image  To use the onion skinning tool to review subject position  With support, review a captured sequence of frames as an animation. | To explain that an animation is made up of a sequence of images.  Plan an animation using a storyboard.  To identify that a capturing device needs to be in a fixed position.  To move a subject between captures  Review a captured sequence of frames as an animation. | To explain that an animation is made up of a sequence of images and give different examples of different animations.  Plan, evaluate and edit an animation using a storyboard.  To set up the work area with an awareness of what will be captured.  To recognise that smaller movements create smoother animation.  Review, edit, and change a sequence of frame adding media to enhance an animation. |
| Summer 1 | Branching databases | With support, investigate with Yes/No answers.    To create questions that will divide objects    To identify an object using a branching database. | Investigate questions with Yes/No answers.  With support, select an attribute to separate objects into two similarly sized groups.  To retrieve information from different levels of the branching database.  To suggest real world application for branching databases. | To identify attributes that you can ask Yes/No questions about.  To choose questions that will divide objects into evenly sized subgroups.  To relate two levels of a branching database using AND. |
| Summer 2 | Events and actions in programming | With support, explain that programs start because of an input  To explain what a sequence is.  To build a sequence of commands  With support, create a sequence of commands to produce a given outcome. | Explain that programs start because of an input  Identify that a program includes sequences of commands.  To combine commands in a program.  Create a sequence of commands to produce a given outcome. | Explain that programs start because of an input  To identify that the sequence of a program is a process.  To order commands in a program and explain that the order of commands can affect a program’s output.  Create a sequence of commands to produce a given outcome and to evaluate the work and suggest changes. |
|  |  |  |  |  |