	Unit 1	Unit 2	Unit 3	Unit 4
Year 1	• Develop and record sequences of instructions as an algorithm (Algorithms, Logic) • Debug their programs (Algorithms, Logic)	• Use different features of a video camera (Technological Competence) • Use a video camera to capture moving images (Technological Competence)	• Select and use appropriate painting tools to create and change images on the computer (Technological Competence) • Use the web safely to find ideas for an illustration (Technological Competence, Responsibility)	• Develop basic keyboard skills, through typing and formatting text (Technological Competence) • Develop basic mouse skills (Technological Competence) • Use the web to find and select images (Technological Competence) • Develop skills in storing and retrieving files (Technological Competence) • Develop skills in combining text and images (Technological Competence)
Year 2	• Have a clear understanding of algorithms as sequences of instructions (Algorithms, Logic) • Spot and fix (debug) errors in their programs (Algorithms, Logic)	• Develop research skills through searching for information on the internet (Technological Competence, Responsibility) • Develop presentation skills through creating and delivering a short multimedia presentation (Technological Competence)	• Film, review and edit a stop-motion animation (Technological Competence)	• Use simple charting software to produce pictograms and other basic charts (Technological Competence) • Take, edit and enhance Photographs (Technological Competence)
Year 3	• Develop a number of strategies for finding errors in programs (Algorithms, Logic)	• Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing (Technological Competence)	• Practise research skills. (technological competence)	• Use the web to facilitate data collection (Technological Competence) • Gain skills in using charts to

	• Increase their knowledge and understanding of Scratch (Algorithms, Logic)	• Edit video, including adding narration and editing clips by setting in/out points (Technological Competence)	• Write for a target audience using a wiki tool (Technological Competence, Responsibility)	analyse data (Technological Competence)
Year 4	• Develop an educational computer game using selection and repetition (Algorithms, Logic) • Start to debug computer programs (Algorithms, Logic)	• Program using the MakeCode blockbased environment (Algorithms, Logic)	• Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers. (Technological Competence, Responsibility)	• Use computer-based data logging to automate the recording of some weather data (Technological Competence) • Use spreadsheets to create charts (Technological Competence) • Practise using presentation software and, optionally, video (Technological Competence)
Year 5	• Understand the need for private information to be encrypted (Responsibility) • Encrypt and decrypt messages in simple ciphers (Algorithms, Logic)	• Develop familiarity with a simple CAD (computer aided design) tool (Algorithms, Logic)	•Develop their research skills to decide what information is appropriate (Technological Competence, Responsibility) • Develop their understanding of online safety and responsible use of technology (Responsibility)	• Use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list (Technological Competence, Algorithms, Logic) • Thoroughly debug the program (Technological Competence, Algorithms, Logic)
Year 6	• Create a sequence of blog posts on a theme (Technological Competence) • Comment on the posts of others. (technological competence) • Develop a critical, reflective view of a range of media, including text. (responsibility)	•Develop the ability to reason logically about algorithms (Algorithms, Logic)	•Analyse and interpret the information obtained from interviews or a focus group. (Technological Competence) Present their research findings. (technological competence)	• Source digital media while demonstrating safe, respectful and responsible use (Responsibility) • Design and produce a high-quality print document (technological competence).