

Merlin

Pendragon/King Arthur Year A

Pendragon/King Arthur Year B



Year Group	Suggested Order	Unit Name	Lesson
1	1	Computing systems and networks – Technology around us	1
1	1	Computing systems and networks – Technology around us	2
1	1	Computing systems and networks – Technology around us	3
1	1	Computing systems and networks – Technology around us	4
1	1	Computing systems and networks – Technology around us	5
1	1	Computing systems and networks – Technology around us	6
1	2	Creating media – Digital painting	1
1	2	Creating media – Digital painting	2
1	2	Creating media – Digital painting	3
1	2	Creating media – Digital painting	4
1	2	Creating media – Digital painting	5
1	2	Creating media – Digital painting	6



1	3	Programming A – Moving a robot	1
1	3	Programming A – Moving a robot	2
1	3	Programming A – Moving a robot	3
1	3	Programming A – Moving a robot	4
1	3	Programming A – Moving a robot	5
1	3	Programming A – Moving a robot	6
1	4	Data and information – Grouping data	1
1	4	Data and information – Grouping data	2
1	4	Data and information – Grouping data	3
1	4	Data and information – Grouping data	4
1	4	Data and information – Grouping data	5
1	4	Data and information – Grouping data	6
1	5	Creating media – Digital writing	1
1	5	Creating media – Digital writing	2
1	5	Creating media – Digital writing	3
1	5	Creating media – Digital writing	4

1	5	Creating media – Digital writing	5
1	5	Creating media – Digital writing	6
1	6	Programming B - Programming animations	1
1	6	Programming B - Programming animations	2
1	6	Programming B - Programming animations	3
1	6	Programming B - Programming animations	4
1	6	Programming B - Programming animations	5
1	6	Programming B - Programming animations	6
2	1	Computing systems and networks – IT around us	1
2	1	Computing systems and networks – IT around us	2
2	1	Computing systems and networks – IT around us	3
2	1	Computing systems and networks – IT around us	4
2	1	Computing systems and networks – IT around us	5
2	1	Computing systems and networks – IT around us	6
2	2	Creating media – Digital photography	1

	2	2	Creating media – Digital photography	2
	2	2	Creating media – Digital photography	3
	2	2	Creating media – Digital photography	4
	2	2	Creating media – Digital photography	5
	2	2	Creating media – Digital photography	6
	2	3	Programming A – Robot algorithms	1
	2	3	Programming A – Robot algorithms	2
	2	3	Programming A – Robot algorithms	3
	2	3	Programming A – Robot algorithms	4
	2	3	Programming A – Robot algorithms	5
	2	3	Programming A – Robot algorithms	6
	2	4	Data and information – Pictograms	1
	2	4	Data and information – Pictograms	2
	2	4	Data and information – Pictograms	3

**r
e
B
l
o
c
k
s
t
o
A
v
o
i
d
R
e
p
e
a
t
s**



2	4	Data and information – Pictograms	4
2	4	Data and information – Pictograms	5
2	4	Data and information – Pictograms	6
2	5	Creating media - Digital music	1
2	5	Creating media - Digital music	2
2	5	Creating media - Digital music	3
2	5	Creating media - Digital music	4
2	5	Creating media - Digital music	5
2	5	Creating media - Digital music	6
2	6	Programming B - Programming quizzes	1
2	6	Programming B - Programming quizzes	2
2	6	Programming B - Programming quizzes	3
2	6	Programming B - Programming quizzes	4



2	6	Programming B - Programming quizzes	5
2	6	Programming B - Programming quizzes	6
3	1	Computing systems and networks – Connecting computers	1
3	1	Computing systems and networks – Connecting computers	2
3	1	Computing systems and networks – Connecting computers	3
3	1	Computing systems and networks – Connecting computers	4
3	1	Computing systems and networks – Connecting computers	5
3	1	Computing systems and networks – Connecting computers	6
3	2	Creating media - Stop- frame animation	1
3	2	Creating media - Stop- frame animation	2
3	2	Creating media - Stop- frame animation	3
3	2	Creating media - Stop- frame animation	4
3	2	Creating media - Stop- frame animation	5



3	2	Creating media - Stop-frame animation	6
3	3	Programming A - Sequencing sounds	1
3	3	Programming A - Sequencing sounds	2
3	3	Programming A - Sequencing sounds	3
3	3	Programming A - Sequencing sounds	4
3	3	Programming A - Sequencing sounds	5
3	3	Programming A - Sequencing sounds	6
3	4	Data and information – Branching databases	1
3	4	Data and information – Branching databases	2
3	4	Data and information – Branching databases	3
3	4	Data and information – Branching databases	4

	3	4	Data and information – Branching databases	5
	3	4	Data and information – Branching databases	6
	3	5	Creating media – Desktop publishing	1
	3	5	Creating media – Desktop publishing	2
	3	5	Creating media – Desktop publishing	3
	3	5	Creating media – Desktop publishing	4
	3	5	Creating media – Desktop publishing	5
	3	5	Creating media – Desktop publishing	6

Learning Objectives	Success Criteria
-To identify technology	<ul style="list-style-type: none"> -I can explain how these technology examples help us - I can explain technology as something that helps us - I can locate examples of technology in the classroom
-To identify a computer and its main parts	<ul style="list-style-type: none"> -I can name the main parts of a computer - I can switch on and log into a computer - I can use a mouse to click and drag
-To use a mouse in different ways	<ul style="list-style-type: none"> -I can click and drag to make objects on a screen - I can use a mouse to create a picture - I can use a mouse to open a program
-To use a keyboard to type on a computer	<ul style="list-style-type: none"> -I can save my work to a file - I can say what a keyboard is for - I can type my name on a computer
-To use the keyboard to edit text	<ul style="list-style-type: none"> -I can delete letters - I can open my work from a file - I can use the arrow keys to move the cursor
-To create rules for using technology responsibly	<ul style="list-style-type: none"> -I can discuss how we benefit from these rules - I can give examples of some of these rules - I can identify rules to keep us safe and healthy when we are using technology in and beyond the home
-To describe what different freehand tools do	<ul style="list-style-type: none"> -I can draw lines on a screen and explain which tools I used - I can make marks on a screen and explain which tools I used
-To use the shape tool and the line tools	<ul style="list-style-type: none"> - I can use the paint tools to draw a picture -I can make marks with the square and line tools - I can use the shape and line tools effectively - I can use the shape and line tools to recreate the work of an artist
-To make careful choices when painting a digital picture	<ul style="list-style-type: none"> -I can choose appropriate shapes - I can create a picture in the style of an artist - I can make appropriate colour choices
-To explain why I chose the tools I used	<ul style="list-style-type: none"> -I can choose appropriate paint tools and colours to recreate the work of an artist - I can say which tools were helpful and why - I know that different paint tools do different jobs
-To use a computer on my own to paint a picture	<ul style="list-style-type: none"> -I can change the colour and brush sizes - I can make dots of colour on the page - I can use dots of colour to create a picture in the style of an artist on my own
-To compare painting a picture on a computer and on paper	<ul style="list-style-type: none"> -I can explain that pictures can be made in lots of different ways - I can say whether I prefer painting using a computer or using paper - I can spot the differences between painting on a computer and on paper

-To explain what a given command will do	- I can match a command to an outcome - I can predict the outcome of a command on a device
-To act out a given word	- I can run a command on a device - I can follow an instruction - I can give directions - I can recall words that can be acted out
-To combine forwards and backwards commands to make a sequence	- I can compare forwards and backwards movements - I can predict the outcome of a sequence involving forwards and backwards commands - I can start a sequence from the same place - I can compare left and right turns
-To combine four direction commands to make sequences	- I can experiment with turn and move commands to move a robot - I can predict the outcome of a sequence involving up to four commands
-To plan a simple program	- I can choose the order of commands in a sequence - I can debug my program - I can explain what my program should do - I can identify several possible solutions
-To find more than one solution to a problem	- I can plan two programs - I can use two different programs to get to the same place
-To label objects	- I can describe objects using labels - I can identify the label for a group of objects - I can match objects to groups - I can count a group of objects
-To identify that objects can be counted	- I can count objects - I can group objects - I can describe an object
-To describe objects in different ways	- I can describe a property of an object - I can find objects with similar properties - I can count how many objects share a property
-To count objects with the same properties	- I can group objects in more than one way - I can group similar objects
-To compare groups of objects	- I can choose how to group objects - I can describe groups of objects - I can record how many objects are in a group - I can compare groups of objects
-To answer questions about groups of objects	- I can decide how to group objects to answer a question - I can record and share what I have found
-To use a computer to write	- I can identify and find keys on a keyboard - I can open a word processor - I can recognise keys on a keyboard - I can enter text into a computer
-To add and remove text on a computer	- I can use backspace to remove text - I can use letter, number, and space keys - I can explain what the keys that I have learnt about already do
-To identify that the look of text can be changed on a computer	- I can identify the toolbar and use bold, italic, and underline - I can type capital letters
-To make careful choices when changing text	- I can change the font - I can select all of the text by clicking and dragging - I can select a word by double-clicking

-To explain why I used the tools that I chose	-I can decide if my changes have improved my writing
-To compare typing on a computer to writing on paper	- I can say what tool I used to change the text - I can use 'undo' to remove changes -I can explain the differences between typing and writing - I can make changes to text on a computer - I can say why I prefer typing or writing
-To choose a command for a given purpose	-I can compare different programming tools - I can find which commands to move a sprite - I can use commands to move a sprite -I can run my program
-To show that a series of commands can be joined together	- I can use a Start block in a program - I can use more than one block by joining them together
-To identify the effect of changing a value	-I can change the value - I can find blocks that have numbers - I can say what happens when I change a value -I can add blocks to each of my sprites
-To explain that each sprite has its own instructions	- I can delete a sprite - I can show that a project can include more than one sprite
-To design the parts of a project	-I can choose appropriate artwork for my project - I can create an algorithm for each sprite - I can decide how each sprite will move -I can add programming blocks based on my algorithm
-To use my algorithm to create a program	- I can test the programs I have created - I can use sprites that match my design
-To recognise the uses and features of information technology	-I can describe some uses of computers - I can identify examples of computers - I can identify that a computer is a part of IT -I can identify examples of IT
-To identify the uses of information technology in the school	- I can identify that some IT can be used in more than one way - I can sort school IT by what it's used for
-To identify information technology beyond school	-I can find examples of information technology - I can sort IT by where it is found
-To explain how information technology helps us	- I can talk about uses of information technology -I can demonstrate how IT devices work together - I can recognise common types of technology - I can say why we use IT
-To explain how to use information technology safely	-I can list different uses of information technology - I can say how rules can help keep me safe - I can talk about different rules for using IT
-To recognise that choices are made when using information technology	-I can explain the need to use IT in different ways - I can identify the choices that I make when using IT - I can use IT for different types of activities
-To use a digital device to take a photograph	-I can explain what I did to capture a digital photo - I can recognise what devices can be used to take photographs - I can talk about how to take a photograph

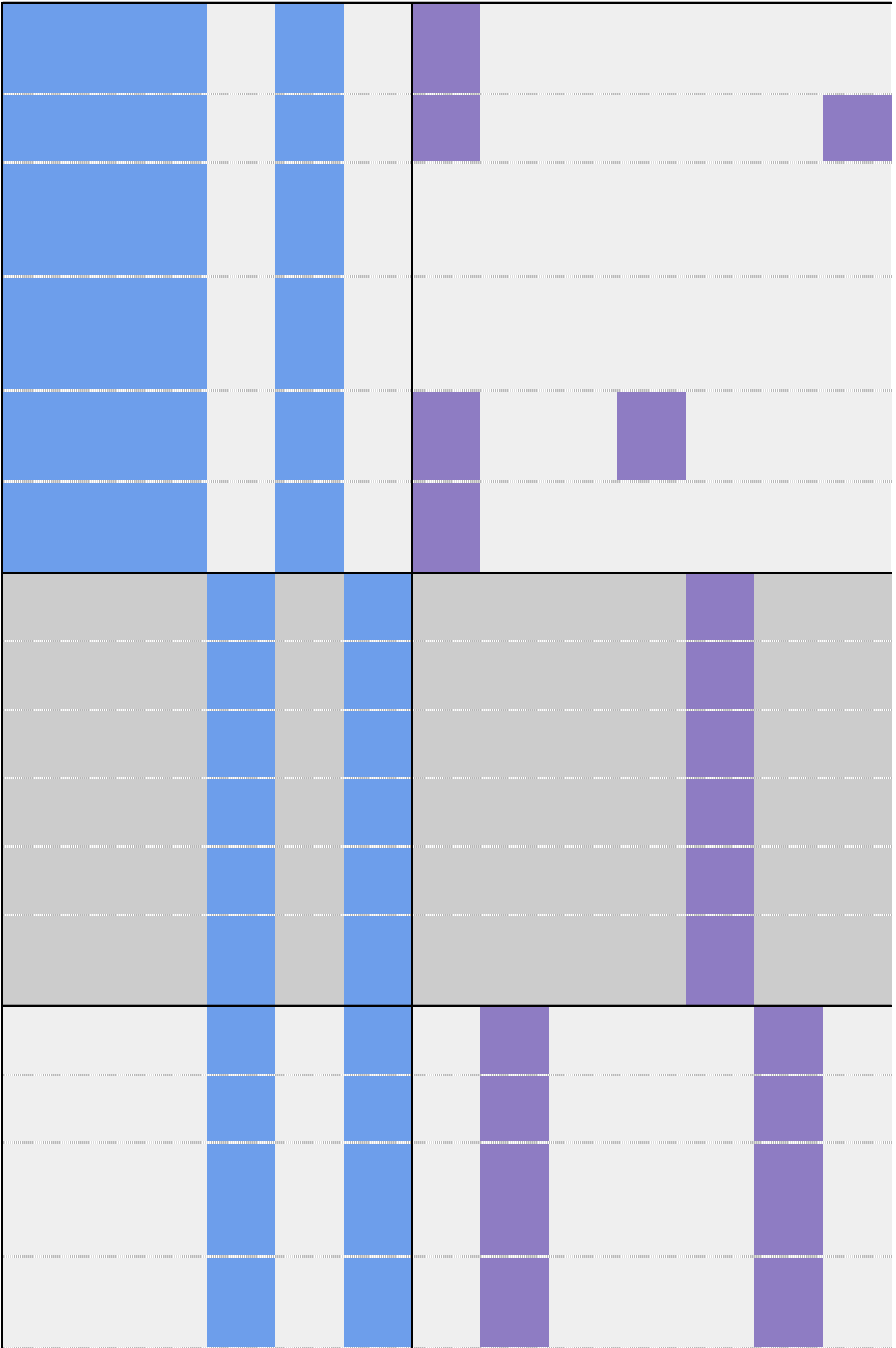
-To make choices when taking a photograph	-I can explain the process of taking a good photograph - I can explain why a photo looks better in portrait or landscape format - I can take photos in both landscape and portrait format
-To describe what makes a good photograph	-I can discuss how to take a good photograph - I can identify what is wrong with a photograph - I can improve a photograph by retaking it
-To decide how photographs can be improved	-I can experiment with different light sources - I can explain why a picture may be unclear - I can explore the effect that light has on a photo
-To use tools to change an image	-I can explain my choices - I can recognise that images can be changed - I can use a tool to achieve a desired effect
-To recognise that photos can be changed	-I can apply a range of photography skills to capture a photo - I can identify which photos are real and which have been changed - I can recognise which photos have been changed
-To describe a series of instructions as a sequence	-I can choose a series of words that can be enacted as a sequence - I can follow instructions given by someone else - I can give clear instructions
-To explain what happens when we change the order of instructions	-I can show the difference in outcomes between two sequences that consist of the same commands - I can use an algorithm to program a sequence on a floor robot - I can use the same instructions to create different algorithms
-To use logical reasoning to predict the outcome of a program	-I can compare my prediction to the program outcome - I can follow a sequence - I can predict the outcome of a sequence
-To explain that programming projects can have code and artwork	-I can explain the choices I made for my mat design - I can identify different routes around my mat - I can test my mat to make sure that it is usable
-To design an algorithm	-I can create an algorithm to meet my goal - I can explain what my algorithm should achieve - I can use my algorithm to create a program
-To create and debug a program that I have written	-I can plan algorithms for different parts of a task - I can put together the different parts of my program - I can test and debug each part of the program
-To recognise that we can count and compare objects using tally charts	-I can compare totals in a tally chart - I can record data in a tally chart - I can represent a tally count as a total -I can enter data onto a computer
-To recognise that objects can be represented as pictures	- I can use a computer to view data in a different format - I can use pictograms to answer simple questions about objects -I can explain what the pictogram shows
-To create a pictogram	- I can organise data in a tally chart - I can use a tally chart to create a pictogram

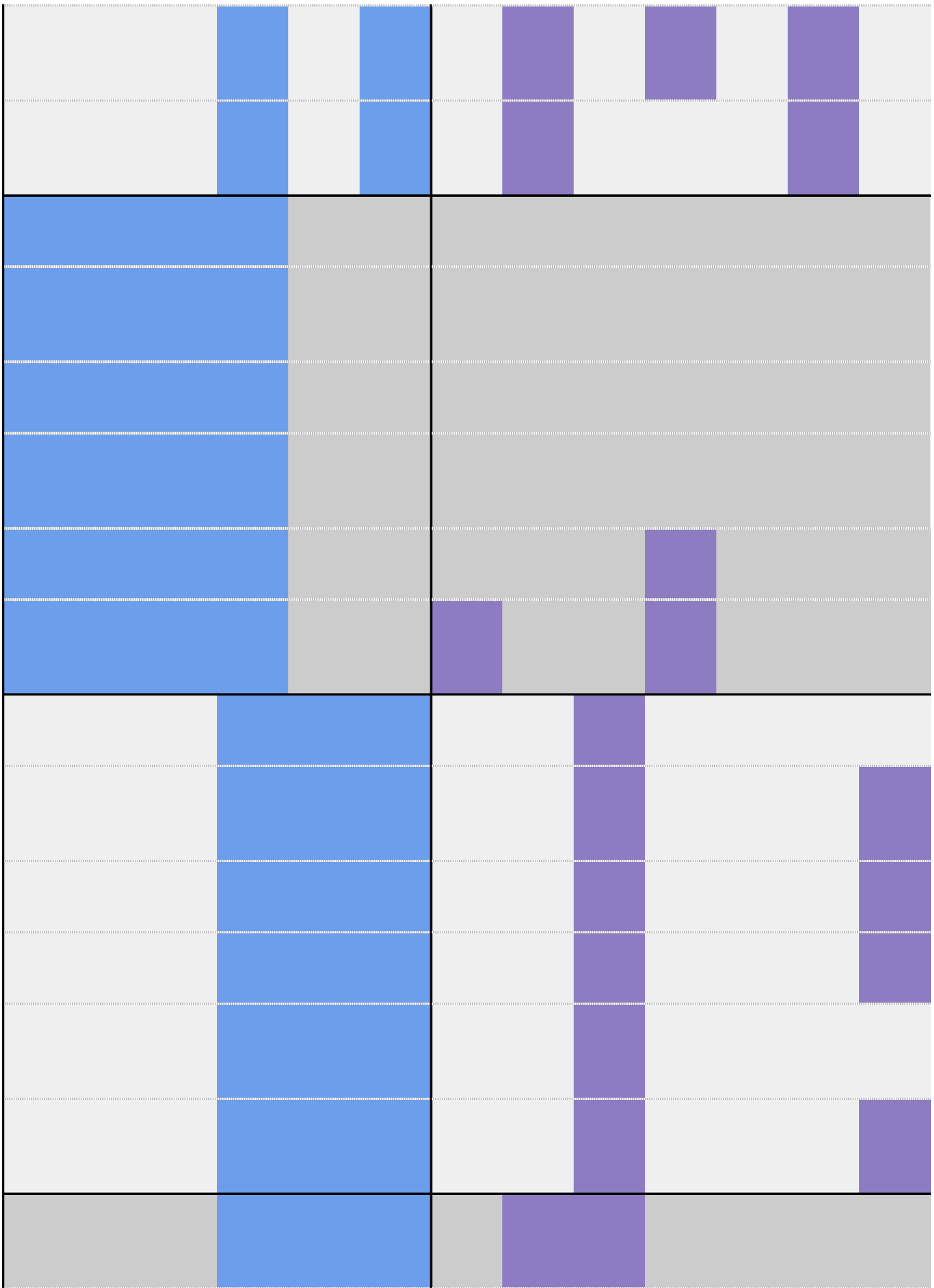
<p>-To select objects by attribute and make comparisons</p>	<ul style="list-style-type: none"> -I can answer 'more than'/'less than' and 'most/least' questions about an attribute - I can create a pictogram to arrange objects by an attribute - I can tally objects using a common attribute
<p>-To recognise that people can be described by attributes</p>	<ul style="list-style-type: none"> -I can choose a suitable attribute to compare people - I can collect the data I need - I can create a pictogram and draw conclusions from it
<p>-To explain that we can present information using a computer</p>	<ul style="list-style-type: none"> -I can give simple examples of why information should not be shared - I can share what I have found out using a computer - I can use a computer program to present information in different ways
<p>-To say how music can make us feel</p>	<ul style="list-style-type: none"> -I can describe music using adjectives - I can identify simple differences in pieces of music - I can say what I do and don't like about a piece of music
<p>-To identify that there are patterns in music</p>	<ul style="list-style-type: none"> -I can create a rhythm pattern - I can explain that music is created and played by humans - I can play an instrument following a rhythm pattern -I can connect images with sounds
<p>-To experiment with sound using a computer</p>	<ul style="list-style-type: none"> - I can relate an idea to a piece of music - I can use a computer to experiment with pitch -I can explain how my music can be played in different ways
<p>-To use a computer to create a musical pattern</p>	<ul style="list-style-type: none"> - I can identify that music is a sequence of notes - I can refine my musical pattern on a computer -I can add a sequence of notes to my rhythm
<p>-To create music for a purpose</p>	<ul style="list-style-type: none"> - I can create a rhythm which represents an animal I've chosen - I can create my animal's rhythm on a computer -I can explain how I changed my work
<p>-To review and refine our computer work</p>	<ul style="list-style-type: none"> - I can listen to music and describe how it makes me feel - I can review my work
<p>-To explain that a sequence of commands has a start</p>	<ul style="list-style-type: none"> -I can identify that a program needs to be started - I can identify the start of a sequence - I can show how to run my program
<p>-To explain that a sequence of commands has an outcome</p>	<ul style="list-style-type: none"> -I can change the outcome of a sequence of commands - I can match two sequences with the same outcome - I can predict the outcome of a sequence of commands
<p>-To create a program using a given design</p>	<ul style="list-style-type: none"> -I can build the sequences of blocks I need - I can decide which blocks to use to meet the design - I can work out the actions of a sprite in an algorithm
<p>-To change a given design</p>	<ul style="list-style-type: none"> -I can choose backgrounds for the design - I can choose characters for the design - I can create a program based on the new design

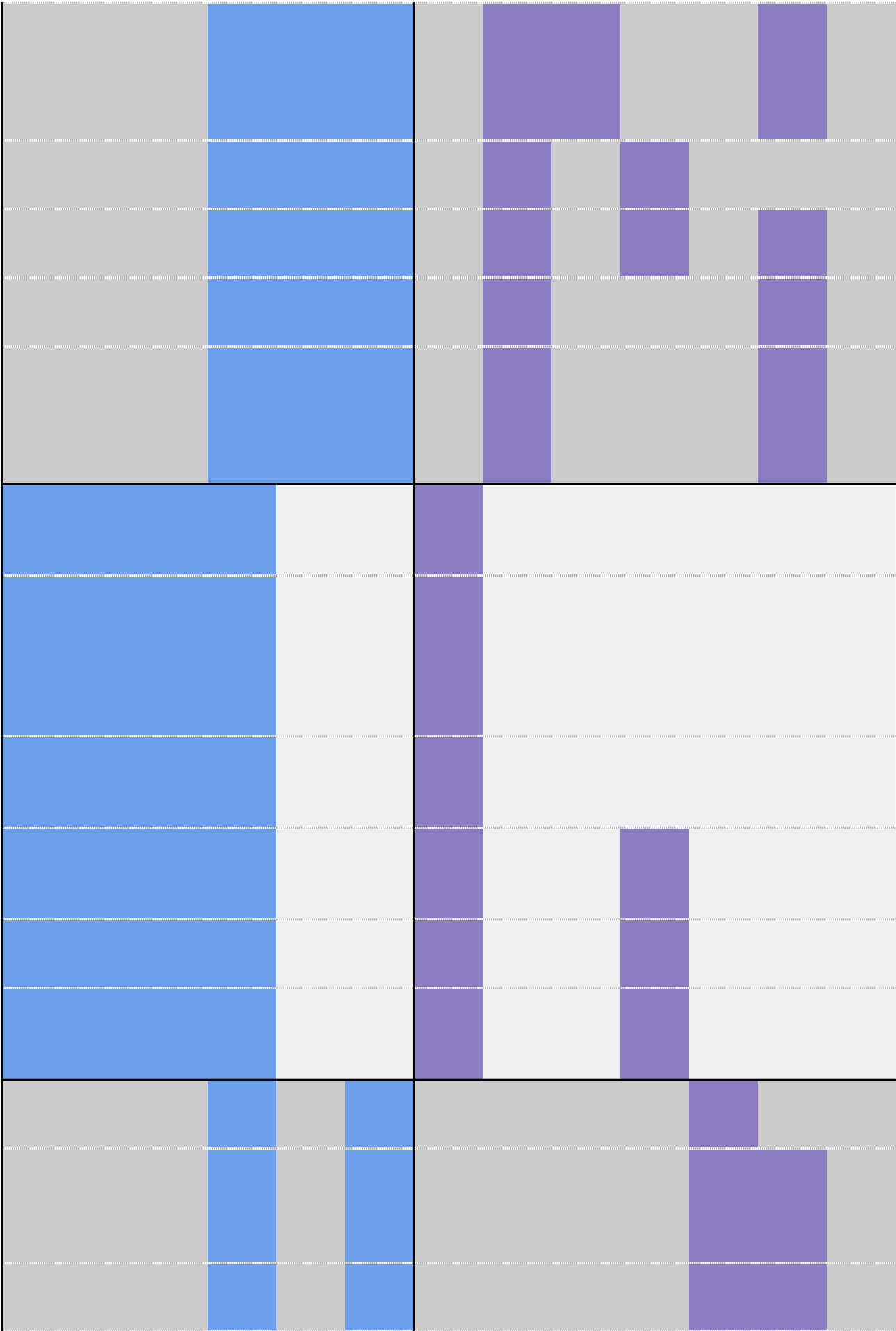
<p>-To create a program using my own design</p> <p>-To decide how my project can be improved</p>	<ul style="list-style-type: none"> - I can build sequences of blocks to match my design - I can choose the images for my own design - I can create an algorithm - I can compare my project to my design - I can debug my program - I can improve my project by adding features
<p>-To explain how digital devices function</p> <p>-To identify input and output devices</p> <p>-To recognise how digital devices can change the way we work</p> <p>-To explain how a computer network can be used to share information</p> <p>-To explore how digital devices can be connected</p> <p>-To recognise the physical components of a network</p>	<ul style="list-style-type: none"> - I can explain that digital devices accept inputs - I can explain that digital devices produce outputs - I can follow a process - I can classify input and output devices - I can describe a simple process - I can design a digital device - I can explain how I use digital devices for different activities - I can recognise similarities between using digital devices and non-digital tools - I can suggest differences between using digital devices and non-digital tools - I can discuss why we need a network switch - I can explain how messages are passed through multiple connections - I can recognise different connections - I can demonstrate how information can be passed between devices - I can explain the role of a switch, server, and wireless access point in a network - I can recognise that a computer network is made up of a number of devices - I can identify how devices in a network are connected together - I can identify networked devices around me - I can identify the benefits of computer networks
<p>-To explain that animation is a sequence of drawings or photographs</p> <p>-To relate animated movement with a sequence of images</p> <p>-To plan an animation</p> <p>-To identify the need to work consistently and carefully</p> <p>-To review and improve an animation</p>	<ul style="list-style-type: none"> - I can create an effective flip book—style animation - I can draw a sequence of pictures - I can explain how an animation/flip book works - I can create an effective stop-frame animation - I can explain why little changes are needed for each frame - I can predict what an animation will look like - I can break down a story into settings, characters and events - I can create a storyboard - I can describe an animation that is achievable on screen - I can evaluate the quality of my animation - I can review a sequence of frames to check my work - I can use onion skinning to help me make small changes between frames - I can evaluate another learner's animation - I can explain ways to make my animation better - I can improve my animation based on feedback

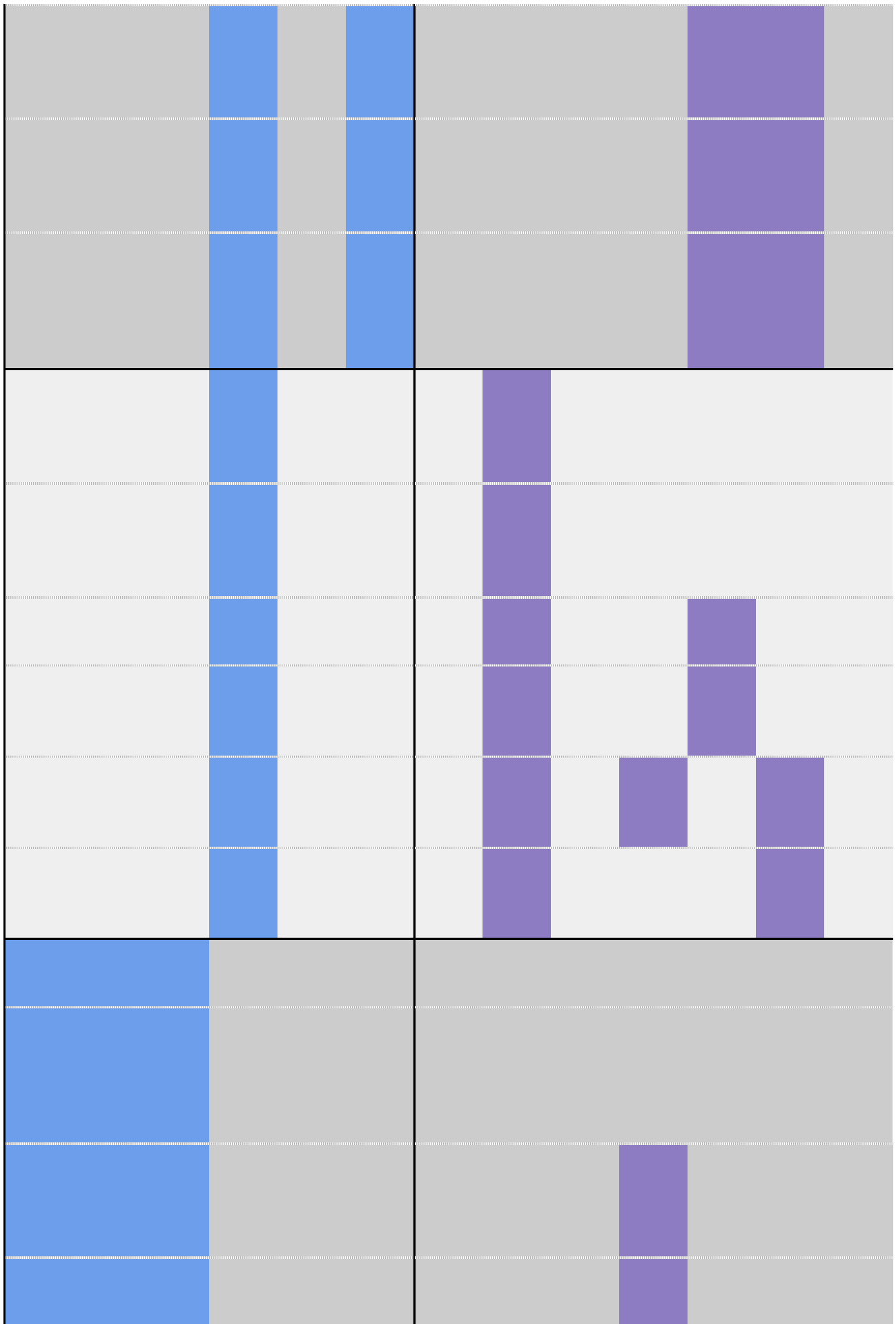
<p>-To evaluate the impact of adding other media to an animation</p>	<ul style="list-style-type: none"> -I can add other media to my animation - I can evaluate my final film - I can explain why I added other media to my animation
<p>-To explore a new programming environment</p>	<ul style="list-style-type: none"> -I can explain that objects in Scratch have attributes (linked to) - I can identify the objects in a Scratch project (sprites, backdrops) - I can recognise that commands in Scratch are represented as blocks
<p>-To identify that commands have an outcome</p>	<ul style="list-style-type: none"> -I can choose a word which describes an on-screen action for my plan - I can create a program following a design - I can identify that each sprite is controlled by the commands I choose
<p>-To explain that a program has a start</p>	<ul style="list-style-type: none"> -I can create a sequence of connected commands - I can explain that the objects in my project will respond exactly to the code - I can start a program in different ways
<p>-To recognise that a sequence of commands can have an order</p>	<ul style="list-style-type: none"> -I can combine sound commands - I can explain what a sequence is - I can order notes into a sequence -I can build a sequence of commands
<p>-To change the appearance of my project</p>	<ul style="list-style-type: none"> - I can decide the actions for each sprite in a program - I can make design choices for my artwork -I can identify and name the objects I will need for a project
<p>-To create a project from a task description</p>	<ul style="list-style-type: none"> - I can implement my algorithm as code - I can relate a task description to a design
<p>-To create questions with yes/no answers</p>	<ul style="list-style-type: none"> -I can create two groups of objects separated by one attribute - I can investigate questions with yes/no answers - I can make up a yes/no question about a collection of objects
<p>-To identify the attributes needed to collect data about an object</p>	<ul style="list-style-type: none"> -I can arrange objects into a tree structure - I can create a group of objects within an existing group - I can select an attribute to separate objects into groups
<p>-To create a branching database</p>	<ul style="list-style-type: none"> -I can group objects using my own yes/no questions - I can select objects to arrange in a branching database - I can test my branching database to see if it works
<p>-To explain why it is helpful for a database to be well structured</p>	<ul style="list-style-type: none"> -I can compare two branching database structures - I can create yes/no questions using given attributes - I can explain that questions need to be ordered carefully to split objects into similarly sized groups

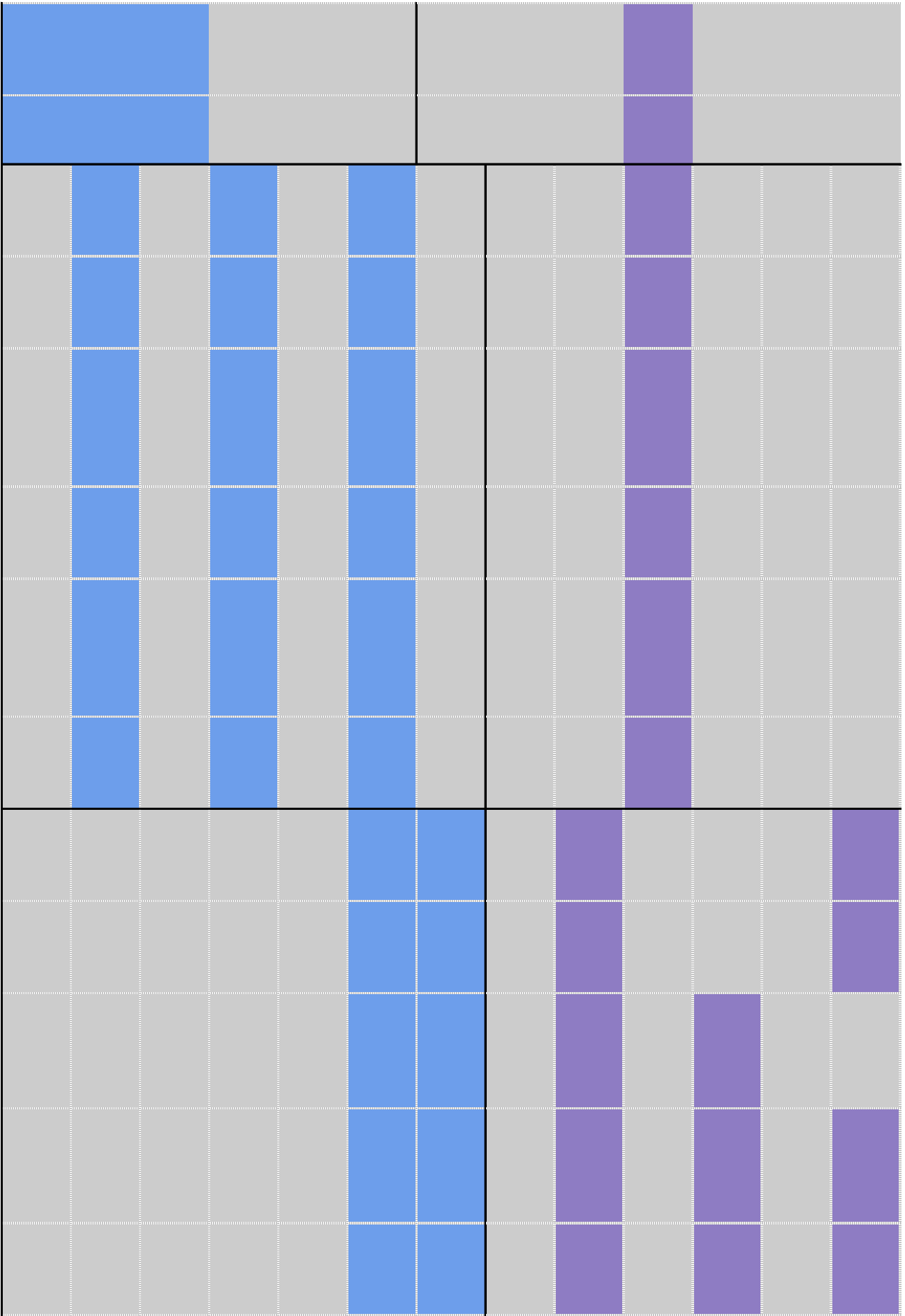
<p>-To plan the structure of a branching database</p>	<ul style="list-style-type: none"> -I can create a physical version of a branching database - I can create questions that will enable objects to be uniquely identified - I can independently create questions to use in a branching database
<p>-To independently create an identification tool</p>	<ul style="list-style-type: none"> -I can create a branching database that reflects my plan - I can suggest real-world uses for branching databases - I can work with a partner to test my identification tool
<p>-To recognise how text and images convey information</p>	<ul style="list-style-type: none"> -I can explain the difference between text and images - I can identify the advantages and disadvantages of using text and images - I can recognise that text and images can communicate messages clearly
<p>-To recognise that text and layout can be edited</p>	<ul style="list-style-type: none"> -I can change font style, size, and colours for a given purpose - I can edit text - I can explain that text can be changed to communicate more clearly
<p>-To choose appropriate page settings</p>	<ul style="list-style-type: none"> -I can create a template for a particular purpose - I can define the term 'page orientation' - I can recognise placeholders and say why they are important
<p>-To add content to a desktop publishing publication</p>	<ul style="list-style-type: none"> -I can choose the best locations for my content - I can make changes to content after I've added it - I can paste text and images to create a magazine cover
<p>-To consider how different layouts can suit different purposes</p>	<ul style="list-style-type: none"> -I can choose a suitable layout for a given purpose - I can identify different layouts - I can match a layout to a purpose
<p>-To consider the benefits of desktop publishing</p>	<ul style="list-style-type: none"> -I can compare work made on desktop publishing to work created by hand - I can identify the uses of desktop publishing in the real world - I can say why desktop publishing might be helpful

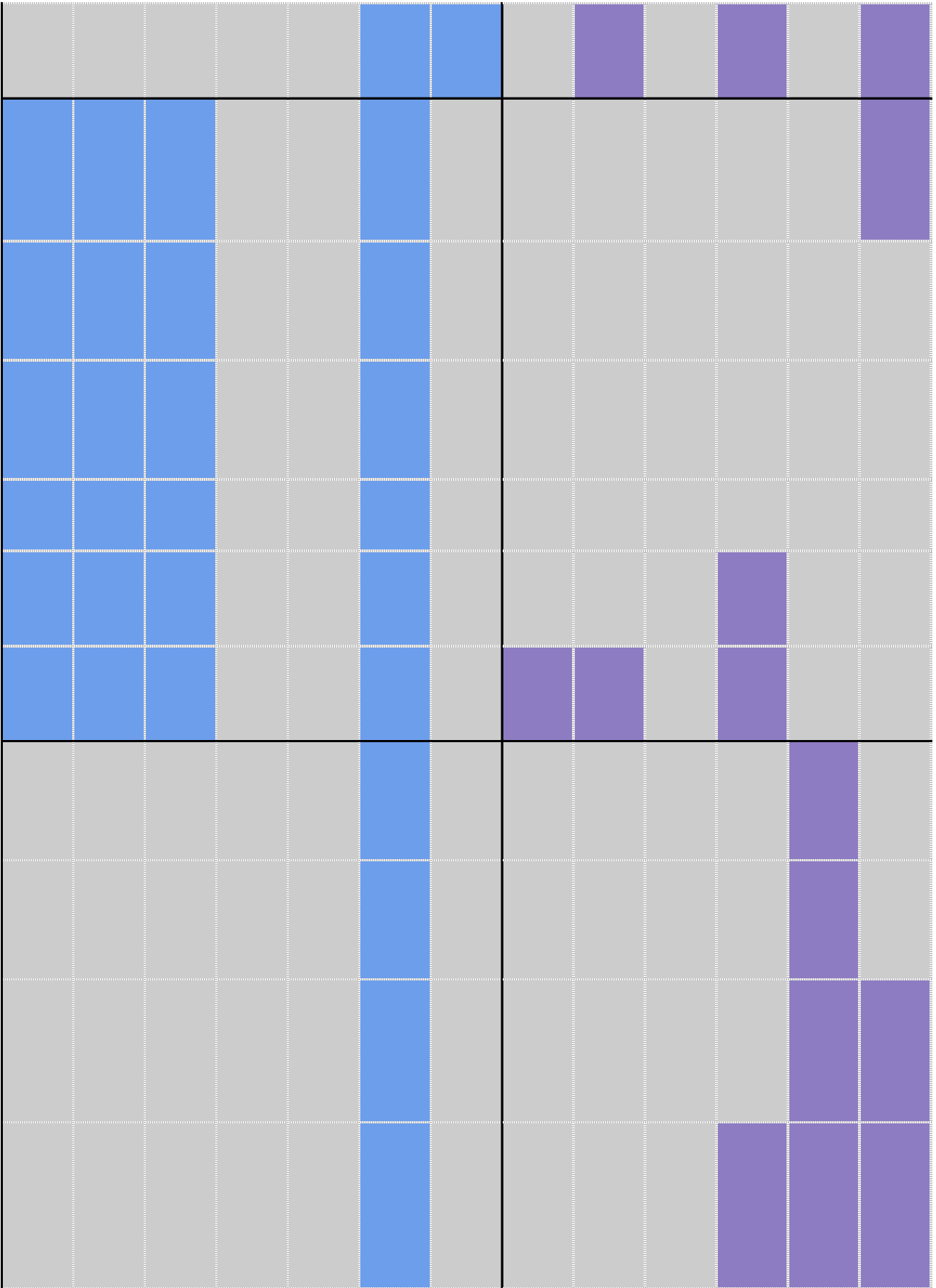


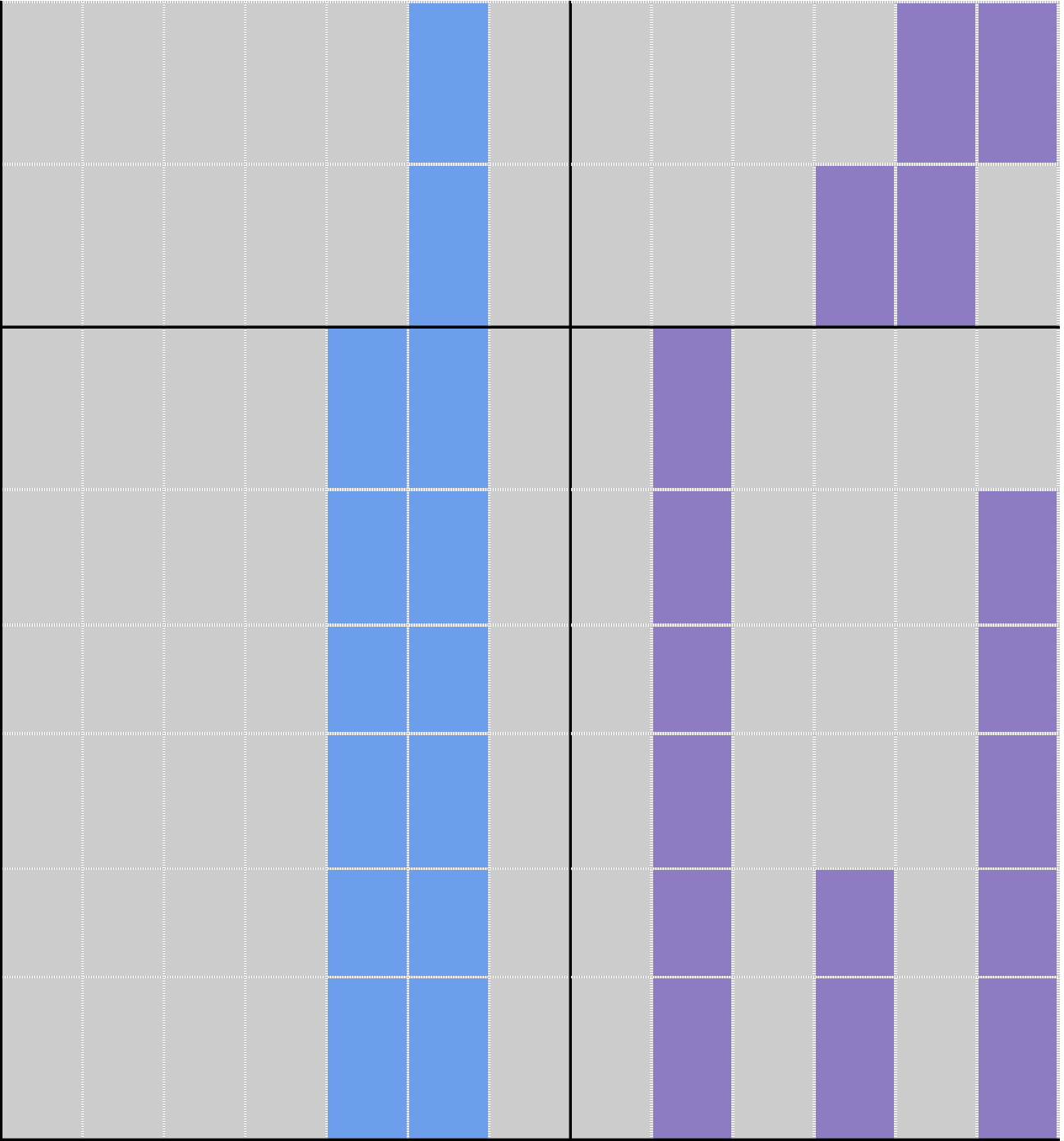












	Art and design	- Self-image and identity
	Art and design	- Self-image and identity
	Art and design	- Self-image and identity
	Art and design	- Self-image and identity
	Art and design	- Self-image and identity
	Music	
	Music	
	Music	
	Music	
	Music	
	Music	
	Maths	- Privacy and security
	Maths	- Privacy and security
	Maths	- Privacy and security

