Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
The Internet	The Internet	1	To understand how the internet, the World Wide Web and a browser work together.	They understand the importance of staying safe while searching online.They require guidance to search for information online.	They can use keywords to search effectively, locate specific facts, and discuss the differences between various online sources. They demonstrate a thoughtful and responsible attitude to online safety and may begin to explore how search results are selected or ranked.
	Devices and Connecting to the Internet	2	To understand the different types of hardware used to access the internet and their functions.	Children can name some devices that connect to the internet and understand that the internet helps us find things out.	Children can identify a range of devices that connect to the internet and explain that the internet is used to access websites and find information.
	Websites and Webpages	3	To understand the difference between a website and a webpage and use a school website to find information.	They can clearly describe the difference between a website and a webpage.	Children can confidently explain the roles of websites and webpages.
	Browsers and Search Engines	4	To understand the difference between a browser and a search engine, and to practice searching for information safely.	Children know the role of a browser and a search engine, and can carry out simple keyword searches to find specific information.	Children can confidently explain how we use the internet, including the roles of browsers and search engines.
Making Music	Introducing 2Sequence	1	To explore, edit and combine sounds using 2Sequence.	Children use 2Sequence independently to create and refine a tune using a range of sounds and instruments.Their work shows planning, reflection, and good understanding of key digital music vocabulary such as compose, loop, and tempo.	They use digital tools with confidence, combining recorded and created sounds thoughtfully. They make purposeful choices about looping, volume, and tempo to enhance their work and explain these decisions clearly.
	Making Music	2	To improve a tune and make music based around a feeling.	They adjust tempo (BPM) and volume to suit the piece, add sound effects (SFX), and explain how music can represent different feelings or moods.	Children compose imaginative, well-structured music in 2Sequence that clearly reflects emotion or mood.
	Background Music	3	To compose background music for a video.	They can loop parts of their tune and compose suitable background music for a short video.	Their background music fits videos effectively and shows awareness of how sound, rhythm, and instrument selection influence feelings.
Route Explorers	Directions	1	To use the direction keys in 2Go to move the turtle along a route.	Children can plan turtle moves several steps at a time towards the goal rather than one step at a time.	Children choose to plan their moves several steps at a time towards the goal even reaching the goal in one ‘run’ of the program rather than one step at a time.

	Directions with Distances	2	To use units of distance along with the direction keys in 2Go to move along a route.	When looking at a program they can 'read' the code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program.	When looking at a program they can 'read' the code one line at a time and often envision the bigger picture of the overall effect of the program.
	Building an algorithm	3	To write instructions to complete more than one step of a route at once.	They use a combination of trial and error, testing and logical reasoning to tackle tasks in 2Go. They know that any unexpected outcome is due to the code that they have created and make logical attempts to try to fix this code rather than attributing it to a fault with the computer understanding the instructions.	They intuitively debug their code knowing that any unexpected outcome is down to the code and not the computer's understanding.
	Planning a longer algorithm	4	To build up instructions for a longer route.	They use strategies such as drawing the route with their finger, counting squares with a grid to break down a problem to create a solution.	Children challenge themselves by creating their own complex tasks.
Coding	Algorithms	1	To create a computer program using an algorithm.	Children know that an algorithm is related to giving instructions. They can relate an algorithm to the outcome of code in Free code Chimp.	Children know that an algorithm is related to giving instructions. They can relate an algorithm to code and predict outcomes.
	Collision Detection	2	To understand ways that the collision detection event can be used in a program.	Children use timer after commands in a program, setting the duration of the timers and placing code within them.	Children can explain why the use of more than one timer should be indented (nested) in their program to make it run as intended and furthermore explain the effect of not doing so.
	Using a Timer	3	To design a program that follows a timed sequence.	Through trial and error, they are able to correctly indent timers to run consecutively as intended.	Children use timer after commands in a program, setting the duration of the timers and placing code within them.
	Different Types of Object	4	To understand that different objects have different attributes (properties).	Children can explain the different types of objects and include them in their programs. They are able to change their attributes and observe the effect of doing so.	Children can explain that there are different types of objects and suggest why there are differences in their attributes. They include different object types in their programs and modify their attributes with purpose – observing the effect of doing so.
	Buttons	5	To understand the function of button objects in a program.	Children use a button objects in a program, using a click event to run code when buttons are clicked.	Children use button objects in a program, using a click event to run code when buttons are clicked.
	Debugging	6	To understand the importance of testing and debugging.	Children are able to look at a design plan and use this to test code, find bugs and fix it.	Children are able to look at a design plan and use this to test code, find bugs and fix it with ease.
Speadsheets	What is a spreadsheet?	1	To understand what a spreadsheet is and how to navigate one using 2Calculate.	Children will be able to enter data into a spreadsheet with support and recognise rows, columns, and cells.	Children will confidently design and manage a spreadsheet for a given scenario.
	Organising Data	2	To edit and improve a spreadsheet so that information is organised clearly and displayed correctly.	Children can adjust the layout by using row & column sizing, wrap text, and colours to make information clear.	Children will choose suitable formatting to enhance clarity.

	Making Simple Calculations	3	To explore how spreadsheets can complete calculations automatically.	They will use tools to perform basic calculations (add, subtract, multiply, divide) with numbers and images.	They will apply calculations independently.
	Exploring 2Calculate Tools	4	To explore the range of tools available in 2Calculate and understand how they can change the way data is used.	They may need guidance to format or organise information and will begin to use simple tools such as images or number values.	Children will combine different tools effectively.
	Creating Block Diagrams	5	To create and interpret block diagrams from data.	Children can create a simple block diagram to present data.	Children will generate block diagrams to compare datasets.
	Spreadsheet Challenge	6	To use our learning about spreadsheets to help us complete a project.	Children will be able to create and organise a spreadsheet independently.	Their spreadsheets will demonstrate clear organisation, accuracy, and creativity.
Presenting Ideas		1			
		2			
		3			
		4			