Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
Branching Databases	Yes or No?	1	To understand the concept of using 'Yes' or 'No' questions to sort objects.	They can use yes or no questions to sort a group of objects and are able to explain why binary choice questions are effective.	They generate high-quality yes or no questions that efficiently split records into balanced groups and demonstrate strong planning when selecting suitable topics and images.
	Understanding Branching Databases	2	To understand and use a branching database effectively.	Children understand what a branching database is and how it works.Children use key vocabulary such as data, record, and binary choice accurately and show a secure understanding of how databases help us find and organise information quickly and clearly.	Children apply vocabulary precisely and can explain the purpose of branching databases in real-world contexts. Children show a deep understanding of branching databases and how to use them effectively.
	Creating a Branching Database	3	To plan and create a branching database.	When creating a branching database, they can independently plan a topic, select or add records, and use suitable questions that split items into logical groups.	Their branching databases include extra records beyond the expected number, with logical structure and clear navigation.
	Debugging a Branching Database	4	To test and debug branching databases to correct errors.	They are able to check their own work using play mode and can identify and correct simple errors in sorting or structure.	When testing, they critically evaluate their own and others' work, confidently identifying and correcting errors in questioning, sorting and layout.
Touch Typing	Home, Bottom and Top Keys	1	To learn correct finger positioning on the keyboard and understand when to use the left or right hand.	Children can type using the home, top, and bottom keys with greater accuracy and often use the correct fingers. They show improving speed and accuracy, correcting errors when needed.	Children type with confidence, maintaining posture and correct finger placement more consistently. They make few errors and correct them independently. They can attempt longer sentences or short paragraphs, applying touch typing skills smoothly.
	Numbers and Using the Shift Key	2	To learn how to type numbers accurately and to use the shift key for capital letters.	They sit with good posture and use the shift key effectively to create capital letters, as well as the number row for typing digits.	They use the shift key accurately for capitals and symbols.
	Punctuation, Symbols and Simple Words	3	To practise typing punctuation marks and symbols and build accuracy with simple words.	They can locate and use common punctuation and symbols, applying them when typing simple sentences.	They look at the keyboard less, using both hands efficiently to type with good speed and accuracy and they confidently type numbers and punctuation.
	Typing Simple Sentences	4	To practise typing sentences using capital letters, spaces, and full stops.	Their sentences usually include capital letters, spaces, and full stops correctly.	Their sentences are fluent and correctly structured with capitals, spaces, and full stops.

Spreadsheets	Exploring Advanced Mode	1	To understand the layout and features of 2Calculate in Advanced Mode.	Children can confidently create and organise spreadsheets with appropriate headings and formatting.	Children can independently design spreadsheets with clear structure, layout, and purpose.
	Arrows Toolbar	2	To use the arrows toolbar to be able to automatically total rows and columns.	They can use the arrows and total tools to calculate sums efficiently across rows and columns.	They can adjust or extend their work creatively, introducing new data or refining formulae to improve accuracy.
	Using Formulae	3	To use simple formulae in a spreadsheet by using the formula wizard.	They can use both the simple and advanced modes of the formula wizard to apply functions such as SUM, AVERAGE, MIN, and MAX.	They can select and apply appropriate formulae and functions to explore data and solve a range of practical, multi-step problems.
	Using Formulae Advanced		To use advanced formulae in a spreadsheet to calculate totals, averages and to find the highest and lowest values.	They can use both the simple and advanced modes of the formula wizard to apply functions such as SUM, AVERAGE, MIN, and MAX.	They can select and apply appropriate formulae and functions to explore data and solve a range of practical, multi-step problems.
	Solving Real Life Problems with Spreadsheets	5	To apply spreadsheet skills to solve real-world problems.	Children can apply these skills to solve real-life problems.	Children can articulate the advantages of using spreadsheets for real-world applications.
	Theme Park Project	6	To design and use a spreadsheet to answer a series of questions.	Children explain how their spreadsheet helps to find answers clearly and efficiently.	Their spreadsheets are clear, well presented, and are used effectively to model and explain their reasoning.
Coding	Using Flowcharts	1	To understand what a flowchart is and how flowcharts are used in computer programming.	Their designs reflect logical thinking with clear steps and event-driven actions. Children can also reflect on their progress and how prior learning has supported their development.	Children's designs show that they are thinking of the required task and how to accomplish this in code.
	Timers	2	To understand that there are different types of timers.	Children can design and code simple sequential programs, using timers effectively to create delay effects and understanding the difference between "timer-after" and "timer-every" commands.	They have a good understanding of timers within timers in a program evidenced in their program designs.
	Repeats	3	To understand how to use the repeat command.	Most can explain their command choices and use the repeat function to draw shapes like squares.	Children are able to use the repeat command to produce outcomes beyond the set task.
	Nesting	4	To understand the importance of nesting when coding, testing and debugging.	They show a growing understanding of code structure, which aids in debugging.	They can identify an error within a program that prevents it following the desired algorithm and then fix it.
	Design a Programme	5	To design a program.	Additionally, they integrate multimedia elements such as sound, animation, and images.	Additionally, they integrate multimedia elements such as sound, animation, and images with a degree of flair.
	Coding a Programme	6	To use design documentation to code a program.	They apply actions to multimedia elements to animate them.	Children make intuitive attempts to debug their own programs as they increase in complexity. Children exhibit greater ease at fixing their own bugs as their coding becomes more complex.

Email	Communication	1	To understand how people communicate with each other.	Children can list and classify communication methods as verbal, non-verbal, written, or digital, and compare their advantages in different situations.	Children can confidently list and classify communication methods as verbal, non-verbal, written, or digital, and compare their advantages in different scenarios.
	Replying to an Email	2	To understand and respond to an email.	They understand how to exchange emails using 2Email, including with peers and teachers.	They demonstrate a strong understanding of email communication using 2Email, including both simulated and real exchanges with peers and teachers.
	Composing an Email	3	To compose and send an email.	Most can open, reply to, and compose emails and use an address book.	They can open, respond to, and compose emails, use the address book and explain the risks associated with them.
	Attachments	4	To send an email attachment.	Most can manage attachments.	They can manage attachments.
	Email Safety	5	To learn how to use email safely.	They demonstrate awareness of email safety—creating rules, protecting personal information, understanding permissions for sharing images, and recognising the importance of strong passwords.	Children show a thorough understanding of email safety, including password security, protecting personal information, identifying spam or phishing, and knowing when to seek help from a trusted adult.
	Email Simulations	6	To explore simulated email scenarios.	Children can manage their inbox, identify spam, and know when to reply or seek help from a trusted adult.	They effectively manage a busy inbox and make informed decisions about replying to or reporting emails.
Presentations	Introduction to Google Slides	1	To learn how to open Slides, add text and change how it looks.	Children understand what presentation software is for and can explain how it is used to share information clearly with others. They recognise what makes a presentation effective, including suitable layout, colour, and readable text.	Children show a confident and purposeful understanding of presentation software and can explain how it can be used for different audiences and purposes.
	Using Design Templates and Adding Media	2	To learn how to add slides, change slide designs and insert pictures into a presentation.	Children can insert slides into a presentation, select appropriate layouts, and add a range of content such as text, pictures, and shapes. They can format these elements to improve the look and clarity of their work.	They independently evaluate what makes a presentation engaging and professional, making thoughtful design choices about colour, layout, and consistency. Children plan the structure of their presentation carefully, selecting and ordering slides to communicate their message clearly. They use advanced formatting techniques to improve visual impact and ensure their slides are well organised and easy to follow.
	Adding Animations and Transitions	3	To add animations to pictures and text, and transitions between slides.	They use transitions between slides and animations on objects appropriately, enhancing their presentation without overusing effects.	Transitions and animations are chosen with purpose to enhance flow and audience interest.
	Creating a Presentation	4	To create an effective presentation.	They can create a complete presentation that demonstrates these skills and present it to an audience with understanding and confidence.	They independently create and present a high-quality presentation that is both engaging and confidently delivered.

	Presenting	5	To complete and present a slideshow to an audience.	Children understand how notes can support them during delivery and use them to help present confidently.	Children use speaker notes effectively to support a polished, well-paced delivery.