



	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
<b>Quizzing</b>	Exploring Quizzes	1	To explore different types of quizzes and identify their features, strengths, and weaknesses.	Children can independently create a quiz on a chosen topic.	Children can create a well-designed and engaging quiz.
	Using 2Quiz	2	To explore the features of 2Quiz and experiment with creating quiz questions.	Children can use a variety of question types, and an information or feedback page.	They integrate advanced features such as customised feedback and content pages,
	Additional Quiz Features	3	To explore additional features of quizzes, such as feedback, title screens, and content pages.	Children can independently create a quiz on a chosen topic, including a title screen.	They may also recognise how additional features such as voiceovers can be used to enhance a quiz further and may have experimented in using these.
	Creating a Quiz	4	To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic.	They demonstrate logical organisation of content	They create quizzes that showcase creativity and thoughtful presentation.
	Completing, Debugging and Testing Quizzes	5	To be able to refine, test and share completed quizzes.	They can debug their quiz to resolve errors, ensuring it functions as intended.	They thoroughly debug their quiz, and evaluate its effectiveness with peers to make further refinements.
<b>Spreadsheets</b>	Revisiting Spreadsheets	1	To refresh and extend understanding of formulae and functions from previous learning.	Children can enter and organise data accurately, using clear headings and sensible formatting. Children can explain what makes a spreadsheet effective and suggest simple, practical improvements.	Children can design well-structured spreadsheets with a logical layout and consistent formatting. Children can evaluate the overall effectiveness of their spreadsheet and propose meaningful refinements that enhance clarity, accuracy and purpose.
	Converting Measurements	2	To use formulae in 2Calculate to convert measurements between different units.	They can create and edit formulae independently to solve problems such as conversions or totals.	They can construct and adapt more complex formulae, checking and correcting errors independently.
	Creating Line Graphs	3	To use 2Calculate to create and interpret line graphs that show how data changes over time.	They can produce accurate line graphs with appropriate axes and titles.	They can create high-quality graphs that clearly communicate trends.
	Tracking Weather Patterns	4	To analyse weather data by using spreadsheets to identify patterns.	Children can analyse information to identify patterns or make decisions, including in weather investigations, school-fair planning or holiday budgeting tasks.	They can justify decisions using spreadsheet evidence in a range of scenarios.
	Planning and Budgeting an Event	5	To use spreadsheets to plan and budget for an event.	Children can analyse information to identify patterns or make decisions, including in weather investigations, school-fair planning or holiday budgeting tasks.	They can justify decisions using spreadsheet evidence in a range of scenarios.
	Planning a Holiday	6	To use a spreadsheet to plan a holiday.	Children can analyse information to identify patterns or make decisions, including in weather investigations, school-fair planning or holiday budgeting tasks.	They can justify decisions using spreadsheet evidence in a range of scenarios.
<b>Game Creator</b>	Introduction to Video Gaming	1		Children can evaluate their own work and give basic peer feedback.	To be able to critically evaluate their work and the work of others.

	Planning a Game	2	To plan a game in 2DIY3D.	They include baddie and collectable sprites, use basic customisation, and write clear instructions.	Instructions are clear and engaging, often including a narrative.
	Customising Sprites	3	To design and use game sprites.	Sprite placement supports gameplay, and games are usually well structured.	They use sprites creatively, place them strategically, and customise their game world extensively.
	Game Environment	4	To add features to a game world and check playability.	Children complete games using key features of 2DIY3D. Children's progress reflects secure understanding and increasing confidence with game creation.	Children explore additional features independently and show initiative in refining their games. Their work reflects deep understanding of game design and enthusiastic engagement with the 2DIY3D tool. Children create imaginative, well-structured games with strong visual design and effective gameplay.
	Evaluating Finished Games	5	To evaluate games created by others.	Children work with some independence and respond well to feedback. Occasional prompting helps deepen their evaluations and improve design choices.	Children confidently evaluate and improve their work, and offer thoughtful, constructive feedback to peers.
<b>Coding</b>	Coding Efficiently	1	To understand some ways that code can be simplified so that it is easier to read and runs more efficiently.	Children can create more complex programs and are beginning to understand that there are ways to simplify code to make their programming more efficient.	Efficiency is demonstrated by the use of tabs to organise code, and the naming of variables and use of functions. Children can read unfamiliar code, predict its outcome, and debug it accurately. Their coding demonstrates creativity, logical structure, and problem-solving.
	Simulating a Physical System	2	To program a computer simulation using 2Code.	They can recall and apply previous coding knowledge in their code.	They extend tasks by adding features like timers, scoring, or conditional behaviour to improve the user experience.
	Decomposition and Abstraction	3	To know what decomposition and abstraction are in Computer Science.	Children understand the processes of decomposition and abstraction and can apply this knowledge when planning algorithms for a program.	Children understand the processes of decomposition and abstraction and naturally apply this knowledge when planning algorithms for programs.
	Functions	4	To understand what a function is and how functions work in code.	They can include sequence, selection and repetition in programs as well as use functions to make their programming more efficient.	Children have a firm understanding of coding structures including functions.
	Datatypes	5	To understand what datatypes are and how they are used when coding with variables.	They can name variables and functions but need help using them.	Children have a firm understanding of coding structures including selection, repetition and variables.
	Code Comprehension and Debugging	6	To read code, predict outcomes and identify and fix bugs.	They test and debug their program as they go and can use logical methods to identify the approximate cause of any bugs but might need support to identify the specific line of code that is causing the problem.	They are also thinking about good structure to their code with a view to debugging and efficiency.
<b>Word Processing</b>	Getting Started with Google Docs	1	To format text in a new Google Doc and save it with an appropriate filename.	Children understand what a word processing program is for and can independently create a new document.	They navigate the interface efficiently and locate tools independently.

	Editing and Formatting Text	2	To learn how to edit text and apply more advanced formatting.	They can change text appearance, move around the document confidently, and choose formatting that supports readability and purpose.	They use a broad range of formatting tools to improve readability and impact, selecting styles intentionally.
	Page Layout and Design	3	To learn how to adjust the layout of a Google Doc.	Children use cut, copy and paste accurately and apply bullet points and numbering appropriately. They organise their work in a clear, logical way.	Children use cut, copy, paste, bullets and numbering fluently, and can organise longer documents using advanced layout features.
	Working with Images	4	To learn how to insert and format images in Google Docs.	Children can insert images, text boxes and shapes, and can resize or reposition these using wrapping tools.	They insert, format and arrange images, shapes, text boxes and tables accurately, using wrapping, alignment and table tools effectively.
	Working with Tables	5	To use tables in Google Docs to organise information.	They can create tables and edit basic properties, adding or deleting rows with some support.	They can adjust rows or columns and edit properties independently to present information clearly.
	Creating a Fact Sheet	6	To combine Google Doc skills to create and review a factsheet.	They recognise common icons and select the functions they need.	Children confidently create and structure a document for a clear purpose and audience.
<b>Databases</b>	Understanding Databases	1	To understand what a database is.	Children develop their understanding of what a database is and recognise how it differs from a binary database.	They can give examples of everyday practical uses of databases including single and multiple table databases.
	Creating a Database	2	To design and create a database.	Children are able to set up a database selecting appropriate data types for fields and apply some constraints such as 'has choices.' They are able to enter data to create records and edit data within records.	Children can design and set up a database with appropriate data types for fields and apply a range of constraints such as 'required' and 'has choices'. They can create records and edit them.
	Creating Queries	3	To build queries to find information.	Children understand the function of sort, filter, group and calculate query tools. They are able to create queries including some that use the AND, OR operator between conditions.	Children understand the function and key differences between sort, filter group and calculate query tools. Children can create queries that include the AND/OR operator between conditions and are able to explain which records will show based on conditions created.
	Solving Problems	4	To solve problems using a database.	Children are aware of what linked tables means and can copy examples to try out in their queries. They will use the Report tool to help them produce notes or letters by inserting appropriate data fields.	Children will understand that tables can be linked together by a common field and used within queries. They can identify foreign fields due to the table prefix on linked tables. Children are able to use the report tool to inject key fields when producing bulk notes/letters and will identify only fields that are part of a query will be visible if a query is applied.