Programming					
Year 1 A	To recall, list and explain what a given command does on a given device.	To choose and run a command on a floor robot for a given purpose.	To choose a series of words/commands that can be enacted/run as a program.	To build a sequence of commands in steps to run a program on a device.	
Year 1 B – Programming animations.	To recall, list and explain what a given command does on a given device.	To choose and run a command on a floor robot for a given purpose.	To choose a series of words/commands that can be enacted/run as a program.	To build a sequence of commands in steps to run a program on a device.	
Year 2 A - Quizzes	To describe and understand that a series of instructions is a sequence.	To choose a series of words/commands that can be enacted as a sequence to run as a program,	To explain what happens when we change the order of instructions.	To trace a sequence to make a prediction.	To create and debug a program that I have written to run a program on a device.
Year 2 B – Robot algorithms	To describe and understand that a series of instructions is a sequence.	To choose a series of words/commands that can be enacted as a sequence to run as a program,	To explain what happens when we change the order of instructions.	To trace a sequence to make a prediction.	To create and debug a program that I have written to run a program on a device.
Year 3 A – Events and actions in programs	To understand and explain the parts of a program – input, process, output	To explain and build a sequence of commands.	To combine and order commands in a program.	To create a sequence of commands to produce a given outcome.	To explain that the order of commands can affect a program's output.
Year 3 B – Sequencing sounds	To understand and explain the parts of a program – input, process, output	To explain and build a sequence of commands.	To combine and order commands in a program.	To create a sequence of commands to produce a given outcome.	To explain that the order of commands can affect a program's output.
Year 4 A – Repetition in games	To identify and list an everyday task as a set of instructions including repetition.	To explain, identify and use a loop command in a program to produce a given outcome.	To explain, identify and use indefinite loops and count-controlled loops.	To justify when to use a loop and when not to and plan a program that includes appropriate loops to produce a given outcome.	To recognise and use tools to create two or more sequences that run at the same time.

Year 4 B- Repetition in shapes	To identify and list an everyday task as a set of instructions including repetition.	To explain, identify and use a loop command in a program to produce a given outcome.	To explain, identify and use indefinite loops and count-controlled loops.	To justify when to use a loop and when not to and plan a program that includes appropriate loops to produce a given outcome.	To recognise and use tools to create two or more sequences that run at the same time.
Year 5 A – Selection in quizzes	To explain that a condition can only be true or false.	To understand that a count controlled loop contains a condition and compare with a condition-controlled loop.	To choose a condition to use in a program.	To use 'if…then…else..' to start an action or to switch program flow in one of two ways.	To explain the importance of instruction order in 'if… then…else…' statements.
Year 5 B – Selection in physical computing	To explain that a condition can only be true or false.	To understand that a count controlled loop contains a condition and compare with a condition-controlled loop.	To choose a condition to use in a program.	To use 'if…then…else..' to start an action or to switch program flow in one of two ways.	To explain the importance of instruction order in 'if… then…else…' statements.
Year 6 A - Sensing	To define variable as something that is changeable and identify examples of information that is variable.	To identify and explain a variable in an existing program.	To define a program variable as a placeholder in memory for a single value and explain that it has a name and value.	To experiment with the value of an existing variable and choose a name that identifies the role of a variable to make it more usable.	To decide where in a program to set a variable.
	To update a variable with a use input or with an event in a program.	To use a variable in a conditional statement to control the flow of a program.			
Year 6 B – Variables in games	To define variable as something that is changeable and identify examples of information that is variable.	To identify and explain a variable in an existing program.	To define a program variable as a placeholder in memory for a single value and explain that it has a name and value.	To experiment with the value of an existing variable and choose a name that identifies the role of a variable to make it more usable.	To decide where in a program to set a variable.
	To update a variable with a use input or with	To use a variable in a conditional statement to			

	an event in a program.	control the flow of a program.			