Lydney C of E Primary School

'A caring Christian community where every child achieves a love of life and of learning.'

Computing: Progression Document

Lydney C of E Computing Progression Document							
Vision	**A caring Christian community where every child achieves a love of life and of learning**						
	Rec	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Units							
	Rec (Taught through the rest of the curriculum)	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Computer Science							
Skills **Hardware**	Learning how to operate a camera to take photographs of meaningful creations or moments. Learning how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary. Recognising and identifying familiar letters and numbers on a keyboard.	Learning how to operate a camera or tablet to take photos and videos. Learning how to explore and tinker with hardware to find out how it works. Recognising that some devices are input devices and others are output devices. Learning where keys are located on the keyboard.	Understanding what a computer is and that it's made up of different components. Recognising that buttons cause effects and that technology follows instructions. Learning how we know that technology is doing what we want it to do via its output. Using greater control when taking photos with	Understanding what the different components of a computer do and how they work together. Drawing comparisons across different types of computers. Learning about the purpose of routers.	Using tablets or digital cameras to film a weather forecast. Understanding that weather stations use sensors to gather and record data which predicts the weather	Learning that external devices can be programmed by a separate computer. Learning the difference between ROM and RAM. Recognising how the size of RAM affects the processing of data. Understanding the fetch, decode, execute cycle.	Learning about the history of computers and how they have evolved over time. Using the understanding of historic computers to design a computer of the future. Understanding and identifying barcodes, QR codes and RFID. Identifying devices and applications that can scan or

	Developing basic mouse skills such as moving and clicking.		cameras, tablets or computers. Developing confidence with the keyboard and the basics of touch typing.				read barcodes, QR codes and RFID. Understanding how corruption can happen within data during transfer (for example when downloading, installing, copying and updating files).
Skills **Networks and Data Representation**	N/A	N/A	N/A	Understanding the role of the key components of a network. Identifying the key components within a network, including whether they are wired or wireless. Understanding that websites and videos are files that are shared from one computer to another.	Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration	Learning the vocabulary associated with data: data and transmit. Learning how the data for digital images can be compressed. Recognising that computers transfer data in binary and understanding simple binary addition. Relating binary signals (Boolean) to	Understanding that computer networks provide multiple services.

				Learning about the role of packets. Understanding how networks work and their purpose. Recognising links between networks and the internet. Learning how data is transferred.		the simple character-based language, ASCII. Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations. Understanding how bit patterns represent images as pixels.	
Knowledge **Computing Systems and Networks**	To be able to understand what a computer keyboard is and recognising some letters and numbers. To know that a mouse can be used to click, drag and create simple drawings.	To know that "log in and log out" means to begin and end a connection with a computer. To know that a computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art.	To know the difference between a desktop and laptop computer. To know that people control technology. To know that buttons are a form of input that give a computer an instruction about	To know what a tablet is and how it is different from a laptop/desktop computer. To understand what a network is and how a school network might be organised. To know that a server is central to	To understand that software can be used collaboratively online to work as a team. To know what type of comments and suggestions on a collaborative document can be helpful.	To know how search engines work. To understand that anyone can create a website and therefore we should take steps to check the validity of websites.	To understand the importance of having a secure password and what "brute force hacking" is. To know that the first computers were created at Bletchley Park to crack the Enigma code to help the

	To know that to use a computer you need to log in to it and then log out at the end of your session. To know that different types of technology can be found at home and in school. To know that you can take simple photographs with a camera or iPad. To know that you must hold the camera still and ensure the subject is in the shot to take a photo.	To know that passwords are important for security. To know that when we create something on a computer it can be more easily saved and shared than a paper version. To know some of the simple graphic design features of a piece of online software.	what to do (output). To know that computers often work together. To know that touch typing is the fastest way to type. To know that I can make text a different style, size and colour. To know that "copy and paste" is a quick way of duplicating text.	a network and responds to requests made. To know how the internet uses networks to share files. To know that a router connects us to the internet. To know what a packet is and why it is important for website data transfer. To know the roles that inputs and outputs play on computers. To understand that email stands for 'electronic mail.' To know that an attachment is an extra file added to an email.	To know that you can use images, text, transitions and animation in presentation slides.	To know that web crawlers are computer programs that crawl through the internet. To understand what copyright is. To know the difference between ROM and RAM.	war effort in World War 2. To know about some of the historical figures that contributed to technological advances in computing. To understand what techniques are required to create a presentation using appropriate software

				To understand that emails should contain appropriate and respectful content. To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together.			
Skills **Computational Thinking**	Using logical reasoning to understand simple instructions and predict the outcome.	Learning that decomposition means breaking a problem down into smaller parts. Using decomposition to solve unplugged challenges. Using logical reasoning to predict the	Articulating what decomposition is. Decomposing a game to predict the algorithms used to create it. Learning that there are different levels of abstraction. Explaining what an algorithm is. Following an algorithm.	Using decomposition to explain the parts of a laptop computer. Using decomposition to explore the code behind an animation. Using repetition in programs. Using logical reasoning to	Using decomposition to solve a problem by finding out what code was used. Using decomposition to understand the purpose of a script of code. Identifying patterns through	Decomposing animations into a series of images. Decomposing a program without support. Decomposing a story to be able to plan a program to tell a story. Predicting how software will work	Decomposing a program into an algorithm. Using past experiences to help solve new problems. Writing increasingly complex algorithms for a purpose.

		behaviour of simple programs. Developing the skills associated with sequencing in unplugged activities. Following a basic set of instructions. Assembling instructions into a simple algorithm.	Creating a clear and precise algorithm. Learning that programs execute by following precise instructions. Incorporating loops within algorithms.	explain how simple algorithms work. Explaining the purpose of an algorithm. Forming algorithms independently.	unplugged activities. Using past experiences to help solve new problems. Using abstraction to identify the important parts when completing both plugged and unplugged activities.	based on previous experience. Writing more complex algorithms for a purpose.	
Skills **Programming**	Following instructions as part of practical activities and games. Learning to give simple instructions. Experimenting with programming a Bee-bot/Blue-bot and learning how to give simple commands.	Programming a Floor robot to follow a planned route. Learning to debug instructions when things go wrong. Using programming language to explain how a floor robot works. Learning to debug an algorithm in an	Using logical thinking to explore software, predicting, testing and explaining what it does. Using an algorithm to write a basic computer program. Using loop blocks when programming to repeat an instruction more than once.	Using logical thinking to explore more complex software; predicting, testing and explaining what it does. Incorporating loops to make code more efficient. Continuing existing code.	Creating algorithms for a specific purpose. Coding a simple game. Using abstraction and pattern recognition to modify code. Incorporating variables to make code more efficient.	Programming an animation. Iterating and developing their programming as they work. Confidently using loops in their programming. Using a more systematic approach to debugging code, justifying what is	Debugging quickly and effectively to make a program more efficient. Remixing existing code to explore a problem. Using and adapting nested loops. Programming using the language Python.

		unplugged scenario.		Making reasonable suggestions for how to debug their own and others' code.		wrong and how it can be corrected. Writing code to create a desired effect. Using a range of programming commands. Using repetition within a program. Amending code within a live scenario	Changing a program to personalise it. Evaluating code to understand its purpose. Predicting code and adapting it to a chosen purpose.
Knowledge **Programming**	To know that being able to follow and give simple instructions. To understand that it is important for instructions to be in the right order. To understand why a set of	To know that "log in and log out" means to begin and end a connection with a computer. To know that a computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art.	To understand what machine learning is and how that enables computers to make predictions. To know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times.	To know that Scratch is a programming language and some of its basic functions. To understand how to use loops to improve programming. To understand how decomposition is	To understand that a variable is a value that can change (depending on conditions) and know that you can create them in Scratch. To know what a conditional statement is in programming.	To know that a soundtrack is music for a film/video and that one way of composing these is on programming software. To understand that using loops can make the process of writing music simpler and more effective.	To know that there are text-based programming languages such as Logo and Python. To know that nested loops are loops inside of loops. To understand the use of random

	instructions may have gone wrong. .	To know that passwords are important for security. To know that when we create something on a computer it can be more easily saved and shared than a paper version. To know some of the simple graphic design features of a piece of online software.	To know that abstraction is the removing of unnecessary detail to help solve a problem. To know that coding is writing in a special language so that the computer understands what to do. To understand that the character in ScratchJr is controlled by the programming blocks. To know that you can write a program to create a musical in	used in programming. To understand that you can remix and adapt existing code.	To understand that variables can help you to create a quiz on Scratch. To know that combining computational thinking skills (sequence, abstraction, decomposition etc) can help you to solve a problem. To understand that pattern recognition means identifying patterns to help them work out how the code works. To understand that algorithms can be used for a number of purposes e.g. animation, games design etc	To know how to adapt their code while performing their music. To know that a Micro:bit is a programmable device. To know that Micro:bit uses a block coding language similar to Scratch. To understand and recognise coding structures including variables. To know what techniques to use to create a program for a specific purpose (including decomposition).	numbers and remix Python code.
	Information Technology						

Skills **Using Software**	Using a simple online paint tool to create digital art.	Using a basic range of tools within graphic editing software. Taking and editing photographs. Developing control of the mouse through dragging, clicking and resizing of images to create different effects. Developing understanding of different software tools	Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts. Using word processing software to type and reformat text. Using software (and unplugged means) to create story animations. Creating and labelling images.	Taking photographs and recording video to tell a story. Using software to edit and enhance their video adding music, sounds and text on screen with transitions.	Building a web page and creating content for it. Designing and creating a webpage for a given purpose. Use online software for documents, presentations, forms and spreadsheets. Using software to work collaboratively with others.	Using logical thinking to explore software more independently, making predictions based on their previous experience. Using software programme Sonic Pi/Scratch to create music. Using the video editing software to animate. Identify ways to improve and edit programs, videos, images etc. Independently learning how to use 3D design software package TinkerCAD.	Using logical thinking to explore software independently, iterating ideas and testing continuously. Using search and word processing skills to create a presentation. Creating and editing sound recordings for a specific purpose. Creating and editing videos, adding multiple elements: music, voiceover, sound, text and transitions. Using design software TinkerCAD to design a product.

							Creating a website with embedded links and multiple pages.
Knowledge **Creating Media**	N/A	To understand that holding the camera still and considering angles and light are important to take good pictures. To know that you can edit, crop and filter photographs. To know how to search safely for images online.	To understand that an animation is made up of a sequence of photographs. To know that small changes in my frames will create a smoother looking animation. To understand what software creates simple animations and some of its features e.g. onion skinning.	To know that different types of camera shots can make my photos or videos look more effective. To know that I can edit photos and videos using film editing software. To understand that I can add transitions and text to my video.	To know some of the features of web design software. To know that a website is a collection of pages that are all connected. To know that websites usually have a homepage and subpages as well as clickable links to new pages, called hyperlinks. To know that websites should be informative and interactive.	To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph. To know that decomposition of an idea is important when creating stop-motion animations. To know that editing is an important feature of making and improving a stop motion animation.	To know that radio plays are plays where the audience can only hear the action so sound effects are important. To know that sound clips can be recorded using sound recording software. To know that sound clips can be edited and trimmed.
Skills	N/A	Recognising devices that are connected to the internet.	Searching for appropriate images to use in a document.	Learning to log in and out of an email account.	Understanding why some results come before others when searching.	Developing searching skills to help find relevant	Understanding how search engines work.

Using email and internet searches		Searching and downloading images from the internet safely. Understanding that we are connected to others when using the internet.	Understanding what online information is.	Writing an email including a subject, 'to' and 'from.' Sending an email with an attachment. Replying to an email.	Using keywords to effectively search for information on the internet. Understanding that information found by searching the internet is not all grounded in fact. Searching the internet for data.	information on the internet. Learning how to use search engines effectively to find information, focussing on keyword searches and evaluating search returns.	
Skills **Using Data**	Representing data through sorting and categorising objects in unplugged scenarios. Representing data through physical pictograms. Exploring branch databases through physical games.	Understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc. Using representations to answer questions about data. Using software to explore and create pictograms and	Collecting and inputting data into a spreadsheet. Interpreting data from a spreadsheet.	Understanding the vocabulary to do with databases: field, record, data. Learning about the pros and cons of digital versus paper databases. Sorting and filtering databases to easily retrieve information. Creating and interpreting charts	Understanding that data is used to forecast weather. Recording data in a spreadsheet independently. Sorting data in a spreadsheet to compare using the 'sort by…' option. Designing a device which gathers and records sensor data.	Understanding how data is collected in remote or dangerous places. Understanding how data might be used to tell us about a location.	Understanding how barcodes, QR codes and RFID work. Gathering and analysing data in real time. Creating formulas and sorting data within spreadsheets.

		branching databases.		and graphs to understand data.			
Knowledge **Data Handling**	To know that sorting objects into various categories can help you locate information. To know that using yes/no questions can help you find an answer. To know that a pictogram is a way of showing information.	To know how that charts and pictograms can be created using a computer. To understand that a branching database is a way of classifying a group of objects. To know that computers understand different types of 'input'	To understand that you can enter simple data into a spreadsheet. To understand what steps you need to take to create an algorithm. To know what data to use to answer certain questions. To know that computers can be used to monitor supplies.	To know that a database is a collection of data stored in a logical, structured and orderly manner. To know that computer databases can be useful for sorting and filtering data. To know that different visual representations of data can be made on a computer.	To know that computers can use different forms of input to sense the world around them so that they can record and respond to data. This is called 'sensor data'. To know that a weather machine is an automated machine that responds to sensor data. To understand that weather forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films.	To know that Mars Rover is a motor vehicle that collects data from space by taking photos and examining samples of rock. To know what numbers using binary code look like and be able to identify how messages can be sent in this format. To understand that RAM is Random Access Memory and acts as the computer's working memory. To know what simple operations can be used to calculate bit patterns.	To know that data contained within barcodes and QR codes can be used by computers. To know that infrared waves are a way of transmitting data. To know that Radio Frequency Identification (RFID) is a more private way of transmitting data. To know that data is often encrypted so that even if it is stolen it is not useful to the thief. To know that data can become corrupted within a network but this is less likely to

							happen if it is sent in 'packets'. I know that devices or that are not updated are most vulnerable to hackers. To know the difference between mobile data and WiFi.
Skills **Wider Use of Technology**	N/A	Recognising common uses of information technology, including beyond school. Understanding some of the ways we can use the internet.	Learning how computers are used in the wider world.	Understanding the purpose of emails. Recognising how social media platforms are used to interact.	Understanding that software can be used collaboratively online to work as a team.	Learn about different forms of communication that have developed with the use of technology.	Learning about the Internet of Things and how it has led to 'big data'. Learning how 'big data' can be used to solve a problem or improve efficiency.
Digital Literacy							
Skills	Recognising that a range of technology is used for different purposes.	Logging in and out and saving work on their own account. When using the internet to search	Learning how to create a strong password. Understanding how to stay safe when	Recognising that different information is shared online including facts, beliefs and	Recognising that information on the internet might not be true or correct and that some sources are more	Identifying possible dangers online and learning how to stay safe.	Learning about the positive and negative impacts of sharing online.

		for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable. Understanding how to interact safely with others online. Recognising how actions on the internet can affect others. Recognising what a digital footprint is and how to be careful about what we post.	talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable Identifying whether information is safe or unsafe to be shared online. Learning to be respectful of others when sharing online and ask for their permission before sharing content. Learning strategies for checking if something they read online is true.	opinions. Learning how to identify reliable information when searching online. Learning how to stay safe on social media. Considering the impact technology can have on mood. Learning about cyberbullying. Learning that not all emails are genuine, recognising when an email might be fake and what to do about it.	trustworthy than others. Learning to make judgements about the accuracy of online searches. Identifying forms of advertising online. Recognising what appropriate behaviour is when collaborating with others online. Reflecting on the positives and negatives of time spent online. Identifying respectful and disrespectful online behaviour.	Evaluating the pros and cons of online communication. Recognising that information on the internet might not be true or correct and learning ways of checking validity. Learning what to do if they experience bullying online. Learning to use an online community safely	Learning strategies to create a positive online reputation. Understanding the importance of secure passwords and how to create them. Learning strategies to capture evidence of online bullying in order to seek help. Using search engines safely and effectively. Recognising that updated software can help to prevent data corruption and hacking.
Knowledge Online Safety	N/A	To know that the internet is many devices connected to one another.	To understand the difference between online and offline.	To know that not everything on the internet is true: people share facts,	To understand some of the methods used to encourage people	To know different ways we can communicate online.	To know that a 'digital footprint' means the information that exists on the

		To know that you should tell a trusted adult if you feel unsafe or worried online. To know that people you do not know on the internet (online) are strangers and are not always who they say they are. To know that to stay safe online it is important to keep personal information safe. To know that 'sharing online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet.	To understand what information I should not post online. To know what the techniques are for creating a strong password. To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.' To understand that not everything I see or read online is true.	beliefs and opinions online. To understand that the internet can affect your moods and feelings. To know that privacy settings limit who can access your important personal information Information, such as your name, age, gender etc. To know what social media is and that age restrictions apply.	to buy things online. To understand that technology can be designed to act like or impersonate living things. To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology. To understand what behaviours are appropriate in order to stay safe and be respectful online.	To understand how online information can be used to form judgements. To understand some ways to deal with online bullying. To know that apps require permission to access private information and that you can alter the permissions. To know where I can go for support if I am being bullied online or feel that my health is being affected by time online.	internet as a result of a person's online activity. To know what steps are required to capture bullying content as evidence. To understand that it is important to manage personal passwords effectively. To understand what it means to have a positive online reputation. To know some common online scams.

Vocabulary							
Computing Systems and networks	batteries, behind, blurred, blurry, buttons, camera, capture, clear, click, computer, ,digital camera, dial, digital clock, electricity, electric toothbrush, gallery, hard-drive, image, iPad, keyboard, keys, larger, lens, memory, mobile phones, monitor, mouse, off, on, on top of, open, photograph, photographer, picture, point, power, pull, push, record, remote control, shoot, shut, smaller, speaker, still, tablets, technology, tinker, twist, under, USB stick, walkie-talkies	account, click, ctrl, cursor, drag, drag and drop, digital photograph, drop, duplicate, keyboard, layers, log on/ in, log out/ off, menu, mouse, mouse pointer, password, right click, screen (monitor), software, tool, username	**1** battery, buttons, camera, computer, desktop, device, digital, digital recorder, electricity, function, input, invention, keyboard, laptop, monitor, mouse, output, paying till, scanner, screen, system, tablet, technology, video, wires **2** backspace, bold, copy, copyright, cut, delete, forward button, highlight, home row, home screen, image, import, italics, keyboard, keyboard character, keyword, layout, navigate, paste,	**1** cables, component, connection, corrupted, data, desktop, device, DSL (digital subscriber line), fibre, file, internet, laptop, network, network map, network switch, packets, radio waves, router, server, submarine cables, tablet, text map, The Cloud, web server, website, website trackers, WiFi, wired, wireless, Wireless Access Points, World Wide Web **2** attachment, bcc (blind carbon copy) cc (carbon copy), compose, content, cyberbullying,	animations, average, bar chart, collaboration, comment, conditional formatting, contribution, data, edited, email account, format, freeze, icon, images, insert, link, multiple choice, numerical data, pie chart, presentations, resolved, reviewing comments, share, slides, software, spreadsheets, suggestions, survey, teamwork, themes, transitions (Microsoft version add in: rating)	Algorithm, appropriate, copyright, correct, credit, data leak, deceive, fair, fake, inappropriate, incorrect, index, information, keywords, network, privacy, rank, real, search engine, TASK, web crawler, website	acrostic code, brute force hacking, caesar cipher, chip and pin system, cipher, code, combination, contribute, convince, date shift cipher, discovery, hero, invention, Nth Letter Cipher, password, Pig Latin, Pigpen cipher, present, scrambled, secret, secure, technological advancement, trial and error

			redo, search, space bar, text, text effects, touch typing, underline, undo, word processing	document, domain, download, email, email account, email address, emoji, emotions, fake, font, genuine, hacker, icons, inbox, information, link, log in, log out, negative language, password, personal information, positive language, reply, responsible digital citizen, scammer, settings, send, sign in, spam email, subject bar, theme, tone, username, virus, WiFi **3** algorithm, assemble, CPU (central processing unit), data, decompose, desktop, disassemble, GPU (graphics			

				processing unit), hard drive, HDD (hard disk drive), infinite loop, input, keyboard, laptop, memory, microphone, monitor, mouse, output, photocopier, program, QR code, RAM (random access memory), ROM (read only memory), storage, tablet device, technology, touchscreen, touchpad			
Programming	describe, duck, first, follow, give, hop, instructions, last, left, next, order, predict, prediction, right, run, second, sequence, shuffle, skip, stand still, step over, stop, straight on, third, tiptoe, timer, turn,	**1** algorithm, automatic, bug, chunks, clear, code, debug, decompose, decomposition, device, directions, input, instructions, manageable, motion, order, organise, output, precise,	**1** abstraction, algorithm, artificial intelligence, bug, clear, correct, data, debug, decompose, error, key features, loop, predict, unnecessary **2**	**1** algorithm, animation, application, code, code block, coding application, debug, decompose, interface, game, loop, predict, program, remixing code, repetition code, review,	**1** broadcast block, code blocks, conditional, coordinates, decomposition, features, game, information, negative numbers, orientation, parameters, position, program,	**1** beat, bugs, coding, command, debug, decompose, error, instructions, loop, melody, mindmap, music, output, performance, pitch, play, predict, programming, rhythm, tempo, timbre, tinker,	algorithm, code, command, design, import, indentation, input, instructions, loop, output, patterns, random, remix, repeat, shape

	two-part instructions, under, walk around	programming, problem, robot, sensor, sequence, solution, specific, steps, tasks, virtual assistant **2** algorithm, artificial intelligence, Bee-Bot, clear, code, debug, demonstration, filming, inputting, instructions, pause, precise, predict, program, tinker, video, video recording (Option 2 only: emulator, virtual)	algorithm, animation, blocks, bug, button, CGI, computer code, code (verb), debug, fluid, icon, imitate, instructions, loop, 'on tap', programming, repeat, Scratch JR, sequence, sound recording	Scratch, sprite, tinker	project, script, sprite, stage, tinker, variables **2** abstraction, algorithm, code, computational thinking, decomposition, input, logical reasoning, output, pattern recognition, script, sequence, variable	tutorials, typing (Sonic Pi version add in: buffer, format, live loops, rehearsal, repetition, sleep, Sonic Pi, soundtrack, spacing, typo) (Scratch version add in: plan, repeat, scratch, soundtrack, spacing) **2** algorithm, animation, app, blocks, bluetooth, code block, connection, create, debug, decompose, designing, desktop, device, download, images, input, instructions, laptop, load, loop, Micro:bit, outputs, pairing, pedometer,	

						polling, predict, program, repetition, reset, sabotage, scoreboard, screen, systematic, tablet, tinkering, USB, variables, wifi, wireless, wires	
Skills showcase	N/A	annotate, cells, components, create, data, debug, designing, digital content, digital image, document, e-document, edit, editing program, evaluate, folder, input, instructions, log in, photo, program, order, robot, save, sequence, share, software, spreadsheet, table	N/A	N/A	code, component, content, copyright, CSS, end tag, fake news, hacking, heading, headline, hex code, HTML, input, internet browser, output, paragraph, permission, remixing, script, start tag,tags, text, URL, webpage	3D, algorithm, binary image, CAD, compression, CPU, data, drag and drop, "Fetch, decode, execute", ID card, input, JPEG, memory, online community, operating system, output, pixels, RAM, responsible, RGB, ROM, safe	adapt, advert, algorithm, bugs, coding, debugging, design, edit, electronic, evaluate, facts, image rights, images, influence, information, inputs, loops, manipulation, opinions, output, photos, product, program, repetition, screenshot, search engine, selection, sequence, snippets, software, structures, variables, video, website

Creating Media	N/A	Background, blurred, camera, clear, crop, delete, device, digital camera, download, drag and drop, edit, editing software, filter, image, import, internet, keyword, online, photograph, resize, save as, screen, search engine, sequence, software, storage space, visual effects	Animation, animator, background, digital device, drawing, flipbook, frames, moving images, opinion skinning, still images (Option 1- as above,plus: decompose, object, plan) (Option 2- as above, plus: decompose, digital camera, duration, focus, import, object, plan, save, upload) (Option 3- as above, plus: debug, effects, evaluate, fluid, pen tool, static)	application, camera angle, clip, edit,film editing software, graphics, import, key events, photo, plan, recording, sound effects, storyboard, time code, trailer,transition, video, voiceover (Option 1 - as above, plus: cross blur, cross fade, cross zoom, desktop, digital device, dip to black, directional wipe, laptop) (Option 2 - as above, plus: cross dissolve, fade to black/white , slide, wipe)	assessment, audience, collaboration, content, contribution, create, design, embed, evaluate, features, hyperlinks, images, insert, online, plan, progress, review, web page, website, World Wide Web (Google version add in: checklist, Google Sites, hobby, homepage, published, record, style, subpage, tab, theme) (Microsoft version add in: design view, information, Microsoft Sway, stack, storyline view, style, transform, web browser	animation, animator, background, character, decomposition, design, edit, evaluate, flip book, fluid movement, frame, model, moving images, still image, storyboard, thaumatrope, zoetrope (Option 1 add in: digital device, onion skinning, stop motion) (Option 2 add in: effects, photos, script)	background noise, byte, computer, devices, file, FX, gigabyte, graphics, hard drive, hardware, kilobytes, megabyte, memory storage, mouse, operating system, overlay, play, processor, radio play, RAM, Raspberry Pi, record, reverb, ROM, script, smartphone, sound, sound effects, terrabytes, touch screen, track, trackpad, trailer
Data Handling	**Data** categorise, category, colour,	bar chart, block graph, branching database,	algorithm , astronaut, data, digital, digital	categorise, category, chart, data, database,	accurate, backdrop, climate zone, cold,	8-bit binary, addition, ASCII, binary code,	**1** algorithms, barcode, binary,

	collect, column, count, data, describe, divide, equal, graph, group, height, in total, least popular, length, less, more, most popular, pattern, pictogram, record, row, share, size, smaller than, sort, square, texture, thicker than, thinner than, weight	categorise, chart, click and drag, compare, count, data, data collection, data record, data representation, edit, input, keyboard, line graph, mouse, information, label, pictogram, pie chart, process, record, resize, sort, table, tally, values	content, experiment, galaxy, insulation, interactive map, International Space Centre, International Space Station, interpret, laboratory, monitor, planet, satellite, sensor, space, temperature, thermometer, water reservoir	fields , filter, graph, information, interpret, PDF, questionnaire, record, representation, sort, spreadsheet	collaboration, condensation, cylinder, degrees, evaporation, extreme weather, forecast, heat sensor, lightning, measurement, pinwheel, presenter, rain, satellite, script, sensitive, sensor data, solar panel, tablet/digital camera, temperature, thermometer, tornado, warm, weather, weather forecast, wind	boolean, byte, communicate, construction, CPU, data transmission, decimal numbers, design, discovery, distance, hexadecimal, input, instructions, internet, Mars Rover, moon, numerical data, output, planet, radio signal, RAM, research, scientist, sequence, signal, simulation, space, subtraction, technology, transmit	Boolean, brand, chips, commuter, contactless, data, encrypted, infrared, MagicBand, privacy, proximity, QR code, QR scanner, radio waves, RFID, signal, systems/data analyst, transmission, wireless **2** Big Data, bluetooth, corrupted, data, energy, GPS, improve, infrared, Internet of Things, personal, privacy, QR codes, revolution, RFID, SIM, simulation, Smart city, Smart school, stop motion, threat, wifi, wireless

Online Safety	N/A	communicate, connect, console, devices, digital footprint, emotion, feelings, instructions, internet, internet safety, laptop, mood, online, personal information, phone, posting, predict, respect, sharing, smart device, smartphone, smart TV, smartwatch, strangers, tablet, trust, wired, wireless	accept, comment, consent, content, deny, emojis, offline, online, password, permission, personal information, pop-ups, pressure, private information, reliable, share, terms and conditions, trusted adult	accurate, age restricted, autocomplete, beliefs, block, content, digital devices, fact, fake news, internet, opinion, password, persuasive, privacy settings, reliable, report, requests, search engine, security questions, sharing, smart devices, social media platforms, social networking, wellbeing	accuracy, advantages, advertisements, belief, bot, chatbot, computer, distractions, fact, hashtag, implications, in-app purchases, influencer, opinion, program, recommendations, reliable, risks, screen time, search results, snippets, sponsored, trustworthy	accurate information, advice, app permissions, application, apps, bullying, communication, emojis, health, in-app purchases, information, judgement, memes, mental health, mindfulness, mini-biography, online communication, opinion, organisation, password, personal information, positive contributions, private information, real world, strong password, summarise, support, technology, trusted adult, wellbeing	anonymity, antivirus, biometrics, block and report, consent, copy, cigital footprint, digital personality, financial information, hacking, inappropriate, malware, online bullying, online reputation, password, paste, personal information, personality, phishing, privacy settings, private, reliable source, report, reputation, respect, scammers, screengrab, secure, settings, software updates, two factor authenication, URL, username

Spirituality	**Our curriculum provides children with opportunities to explore the big questions in the world:**
Possibilities	**Our curriculum intends to raise children's aspirations and set high expectations for ALL pupils:**
Well-Being	**Our curriculum intends to raise self-esteem and self-confidence:**
Belonging	**Our curriculum intends to educate children about their place in the world**
World Aware	**Our curriculum intends to be based on a range of experiential opportunities to help them understand the world they live in:**