

Wallsend Jubilee Primary School

Skills Progression: Computing & ICT

Strands	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Γ
	Enjoys listening	Understand how to	Understands what an	Understands what an	Understands that	Designs solutions	D
	to longer stories	listen carefully and	algorithm is and is	algorithm is and is	algorithms are	(algorithms) that use	(a
	and can	why listening is	able	able	implemented on	repetition and two-	re
	remember much	important.	to express simple	to express simple	digital devices as	way selection i.e. if,	w
	of what		linear (non-branching)	linear (non-	programs. Designs	then, and else.	tł
	happens.	Learn new	Algorithms	branching)	simple algorithms	(Scratch Maze	(E
		vocabulary	symbolically.	Algorithms	using loops, and	Games)	Ġ
	Understand a		Understands that	symbolically.	selection. i.e if	(Kodu Šports)	<mark>(l</mark>
	question or	Ask questions to	computers need	Understands that	statements. Uses		
	instruction that	find out more and	precise instructions.	computers need	logical reasoning to	Uses logical	U
	has two parts,	to check they	Demonstrates care	precise instructions.	predict outcomes.	reasoning to predict	e
	such as "Get	understand what	and precision to avoid	Demonstrates care	Detects and corrects	ouputs, showing an	(E
	your coat and	has been said to	errors.	and precision to avoid	errors. I.e. debugging	awareness of inputs.	G
	wait at the	them.	(Action algorithms)	errors.	in algorithms.	(Scratch Maze	<mark>(L</mark>
	door".		(Programming	(Programming with	(Animation with	Games)	
		Connect one idea	Direction)	ScratchJnr)	Scratch)	(Kodu Sports)	D
	Understand	or action to		(Programming with	(Getting Started with		d
	'why' questions,	another using a		<mark>Logo)</mark>	Kodu)	Creates programs	p
	like: "Why do	range of	Knows that users can			that implement	SI
	you think the	connectives.	develop their own	Understands that	Designs solutions	algorithms to achieve	O
	caterpillar got		programmes, and can	algorithms are	(algorithms) that use	given goals.	(C
	so fat?"	Describe events in	demonstrate this by	implemented on	repetition and two-	<mark>(Scratch Maze</mark>	<mark>(E</mark>
		some detail.	creating a simple	digital devices as	way selection i.e. if,	Games)	G
	Be able to		programme in an	programs. Designs	then, and else.	(Kodu Sports)	<mark>(l</mark>
COMPUTER	express a point	Use talk to help	environment that	simple algorithms	(Animation with		_
SCIENCE	of view and to	work out problems	does not rely on text	using loops, and	Scratch)	Declares and assigns	R
	debate when	and organise	e.g. Programmable	selection. i.e if	(Getting Started with	variables.	di
	they disagree	thinking and	robots etc. Executes,	statements. Uses	Kodu)	(Scratch Maze	e
	with an adult or	activities explain	checks and changes	logical reasoning to		Games)	p
	a friend, using	how things work	programmes.	predict outcomes.	Uses arithmetic	(Kodu Sports)	<mark>(</mark>
	words as well	and why they	Understands that	Detects and corrects	operators, if		G
	as actions.	might happen	programmes execute	errors. I.e. debugging	statements, and	Uses post-tested loop	<mark>(L</mark>
			by following precise	in algorithms.	loops, within	e.g. 'until' and a	
	Are increasingly	Select, rotate and	instructions.	(Programming with	programmes. Uses	sequence of selection	U
	able to use and	manipulate shapes	(Action algorithms)	ScratchJnr)	logical reasoning to	statements in	re
	remember	in order to develop	(Programming	(Programming with	predict the behaviour	programs, including	0
	sequences and	spatial reasoning	Direction)	Logo)	of programmes. Detects and corrects	an if, then and else statement.	
	patterns of movements	skills.			simple semantic	(Scratch Maze	
	which are	Continuo conv	Understands that	Knows that users can	errors. I.e. debugging	Games)	
	related to music	Continue, copy and create	computers have no	develop their own		· · · · · · · · · · · · · · · · · · ·	
	and rhythm.		intelligence and that	programmes, and can	in programs. <mark>(Animation with</mark>	(Kodu Sports)	
	and myunn.	repeating patterns.	computers can do	demonstrate this by	Scratch)	Knows that	lin
	Use large-	Draw information	nothing unless a	creating a simple	(Getting Started with	computers collect	In
	muscle	from a simple map.	programme is	programme in an	Kodu)	data from various	
	movements to		executed.	environment that		input devices,	9 <mark>(E</mark>
	wave flags and	Offer explanations	(Action algorithms)	does not rely on text	Uses logical	including sensors and	
	streamers, paint	for why things might	(Programming	e.g. Programmable	reasoning to predict	application software.	
	and make	happen, making use	Direction)	robots etc. Executes,	outputs, showing an	(Scratch Maze	
	marks	of recently		checks and changes	awareness of inputs.	Games)	D
		introduced		programmes.		(Kodu Sports)	
		1		programmes.			

Year 5

Designs solutions (algorithms) that use repetition and twoway selection i.e. if, then, and else. (Building Retro Games on Scratch) (Lego Wedo)

Uses diagrams to express solutions. (Building Retro Games on Scratch) (Lego Wedo)

Designs solutions by decomposing a problem and creates a sub-solution for each of these parts (decomposition). (Building Retro Games on Scratch) (Lego Wedo)

Recognises that different solutions exist for the same problem. (Building Retro Games on Scratch) (Lego Wedo)

Uses logical reasoning to predict outputs, showing an awareness of inputs (Building Retro Games on Scratch) (Lego Wedo)

Creates programs that implement algorithms to achieve given goals. (Building Retro Games on Scratch) (Lego Wedo)

Declares and assigns variables

Year 6

Designs solutions (algorithms) that use repetition and twoway selection i.e. if, then and else. (Lego Robotics)

Uses diagrams to express solutions. (Lego Robotics)

Uses logical reasoning to predict outputs, showing an awareness of inputs. (Lego Robotics)

Creates programs that implement algorithms to achieve given goals. (Lego Robotics)

Declares and assigns variables (Lego Robotics)

Uses post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an if, then and else statement (Lego Robotics)

Understands the difference between the internet and internet service e.g. world wide web. (Lego Robotics) (Inside the Internet)

Designs solutions by decomposing a problem and creates a sub-solution for each of these parts (decomposition). (Lego Robotics)

[
Understand the	vocabulary from	Recognises that all	Understands that	(Animation with	Oh avva a s
five key	stories, non-fiction, rhymes and poems	software executed on	programmes execute	Scratch)	Shows an awareness
concepts about	when appropriate.	digital devices is	by following precise	(Getting Started with	of tasks best
print: - print has		programmed.	instructions.	Kodu)	completed by
meaning - print		(Action algorithms)	(Programming with		humans or
can have		(Programming	ScratchJnr)	December 2 that a	computers.
different		Direction)	(Programming with	Recognises that a	Knows that
purposes - page			Logo)	range of digital devices can be	computers collect
sequencing - we			Understands that	considered a	data from various
read English text from left to					input devices,
right and from			computers have no intelligence and that	computer. (Animation with	including sensors and application software.
top to bottom			computers can do	Scratch)	(Scratch Maze
			nothing unless a	(Getting Started with	Games)
Develop their			programme is	Kodu)	(Kodu Sports)
phonological			executed		
awareness, so			(Programming with	Recognises and can	Recognises that
that they can: -			ScratchJnr)	use a range of input	different solutions
spot and			(Programming with	and output devices.	exist for the same
suggest rhymes			Logo)	Understands how	problem.
- count or clap				programs specify the	(Scratch Maze
syllables in a				function of a general	Games)
word -			Recognises that all	purpose computer.	(Kodu Sports)
recognise words			software executed on	(Animation with	
with the same			digital devices is	Scratch)	Understands the
initial sound,			programmed.	(Getting Started with	difference between,
such as money			(Programming with	Kodu)	and appropriately
and mother			ScratchJnr)		uses if and if, then
			(Programming with	Creates programs	and else statements.
Understand			Logo)	that implement	(Scratch Maze
position through				algorithms to achieve	Games)
words alone -				given goals.	(Kodu Sports)
for example,				(Animation with	
"The bag is				Scratch)	Uses a variable and
under the table," – with no				(Getting Started with	relational operators
				Kodu)	within a loop to govern termination.
pointing.				Uses diagrams to	Scratch Maze
Describe a				express solutions.	Games)
familiar route.				(Animation with	(Kodu Sports)
				Scratch)	
Discuss routes				(Getting Started with	
and locations,				Kodu)	
using words like					
'in front of' and				Declares and assigns	
'behind'.				variables.	
				(Animation with	
Talk about and				Scratch)	
identifies the				(Getting Started with	
patterns around				Kodu)	
them. For					
example: stripes				Knows that computers	
on clothes,				collect data from	
designs on rugs				various input devices,	
and wallpaper.					

(Building Retro Games on Scratch) (Lego Wedo)

Uses post-tested loop e.g. 'until' and a sequence of selection statements in programs, including an if, then and else statement. (Building Retro Games on Scratch) (Lego Wedo)

Understands the difference between, and appropriately uses if and if, then and else statements. (Building Retro Games on Scratch) (Lego Wedo)

Uses a variable and relational operators within a loop to govern termination (Building Retro Games on Scratch) (Lego Wedo)

Knows that computers collect data from various input devices, including sensors and application software. (Building Retro Games on Scratch) (Lego Wedo)

Understands the difference between hardware and application software, and their roles within a computer system (Building Retro Games on Scratch) (Lego Wedo)

Understands the difference between hardware and application software, Understands the difference between, and appropriately uses if and if, then and else statements. (Lego Robotics)

Uses a variable and relational operators within a loop to govern termination (Lego Robotics)

Designs, writes and debugs modular programs using procedures. (Lego Robotics)

Understands why and when computers are used. (Lego Robotics)

Understands that iteration is the repetition of a process such as a loop (Lego Robotics)

Represents solutions using a structured notation (Lego Robotics)

Has practical experience of a highlevel textual language, including using standard libraries when programming. (Lego Robotics)

Uses a range of operators and expressions e.g. Boolean, and applies them in the context of program control. (Lego Robotics)

	Use informal				including sensors and		а
	language like				application software.		a
	'nointy' 'anotty'				(Animation with		1 <mark>/</mark> 1
	'pointy', 'spotty',						
	'blobs' etc				Scratch)		G
					(Getting Started with		i <mark>(</mark>
	Extend and				Kodu)		1
	create ABAB						1
							1
	patterns – stick,						W
	leaf, stick, leaf.						u
							<mark>(</mark>
	Notice and						G
	correct an error						1
	in a repeating						
	pattern.						Ľ
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	Begin to						о
	describe a						(E
	sequence of						Ċ
	events, real or						(<mark> </mark>
	fictional, using						i i
	words such as						i
	'first', 'then'						I
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		Develor the base of	Deeensissed	December 2 that		Chause are surressed	
	Explore	Develop their small		Recognises that	Recognises different	Shows an awareness	ι
	collections of	motor skills so that	digital content can be	digital content can be	types of data: text,	of, and can use a	d
	materials with	they can use a	represented in many	represented in many	number.	range of internet	d
IT	similar and/or	range of tools	forms.	forms.	(Communication and	services, e.g. VOIP.	(
	different	competently,	(Exploring Digital	(Writing in Different	Collaboration)	Collects, organises	Ċ
		safely and		Styles)	(Databases)	and presents data	
	properties.	salely allu	Sound)		(Dalabases)	and presents uata	, <mark>v</mark>

and their roles within a computer system (Building Retro Games on Scratch) (Lego Wedo)

Understands why and when computers are used. (Building Retro Games on Scratch) (Lego Wedo)

Understands the main functions of the operating system (Building Retro Games on Scratch) (Lego Wedo) Defines data types: real numbers and Boolean. (Lego Robotics)

Knows that digital computers use binary to represent all data. (Lego Robotics)

Understands how bit patterns represent numbers and images (Lego Robotics)

Knows that computers transfer data in binary. (Lego Robotics)

Understands the relationship between binary and file size (uncompressed) (Lego Robotics)

Recognises and understands the function of the main internal parts of basic computer architecture. (Lego Robotics)

Understands how to construct static web pages using HTML and CSS. (Lego Robotics)

Understands data transmission between digital computers over networks, including the internet i.e. IP addresses and packet switching. (Lego Robotics) (Inside the Internet)

Understands the
difference between
data and information.Uses a variety of
software to
manipulate and
present digital
content: data and
information.

	confidently.	(Making Multimedia	(An Introduction to	(Digital Imagery:	and information in
Explore how	Suggested tools:	Stories)	Animation)	Patterns in Nature)	digital content.
things work.	pencils for drawing	(Introduction to Digital	(Beginning to		(Searching the Web)
	and writing,	Art)	Present)	Understands the	<mark>(3D Design)</mark>
Make	paintbrushes,			difference between	(Computational
imaginative and	scissors, knives,	Distinguishes	Recognises different	data and information.	Thinking: Alien
complex 'small	forks and spoons	between some of	types of data: text,	(Communication and	Contact Unplugged)
worlds' with		these forms and can	number.	Collaboration)	
blocks and	Use their core	explain the different	(Writing in Different	(Databases)	Creates digital
construction	muscle strength to	ways that they	Styles)	(Digital Imagery:	content to achieve a
kits, such as a	achieve a good	communicate	(An Introduction to	Patterns in Nature)	given goal through
city with	posture when	information.	Animation)		combining software
different	sitting at a table or	(Exploring Digital	(Beginning to	Appreciates that	packages and
buildings and a	sitting on the floor.	Sound)	Present)	programmes can work	internet services to
park.		(Making Multimedia		with different types of	communicate with a
	Explore, use and	Stories)	Appreciates that	data.	wider audience. E.g.
Explore different	refine a variety of	(Introduction to Digital	programmes can	(Communication and	Blogging.
materials freely,	artistic effects to	Art)	work with different	Collaboration)	(Searching the Web)
in order to	express their ideas		types of data.	(Databases)	(3D Design)
develop their	and feelings		Writing in Different	Digital Imagery:	Computational
ideas about how		Uses software under	Styles)	Patterns in Nature)	Thinking: Alien
to use them and	Return to and build	the control of the	(An Introduction to		Contact Unplugged)
what to make	on their previous	teacher to create,	Animation)	Recognises that data	
	learning, refining	store and edit digital	(Beginning to	can be structured in	Makes appropriate
	ideas and	content using	Present)	tables to make it	improvements to
	developing their	appropriate file and		useful.	solutions based on
	ability to represent	folder names.	Recognises that data	(Communication and	feedback received,
	them.	(Exploring Digital	can be structured in	Collaboration)	and can comment on
		Sound)	tables to make it	(Databases)	the success of the
	Create	(Making Multimedia	useful.	(Digital Imagery:	solution.
	collaboratively	Stories)	(Writing in Different	Patterns in Nature)	(Searching the Web)
	sharing ideas,	(Introduction to Digital	Styles)		(3D Design)
	resources and	Art)	(An Introduction to	Knows why sorting	(Computational
	skills		Animation)	data in a flat file can	Thinking: Alien
		Understands that	(Beginning to	improve searching for	Contact Unplugged)
	Safely use and	people interact with	Present)	information.	
	explore a variety of	computers. Talks		(Communication and	Recognises the
	materials, tools	about their work and	Distinguishes	Collaboration)	audience when
	and techniques,	makes changes to	between some of	<mark>(Databases)</mark>	designing and
	experimenting with	improve it.	these forms and can	(Digital Imagery:	creating digital
	colour, design,	(Exploring Digital	explain the different	Patterns in Nature)	content.
	texture, form and	Sound)	ways that they		(Searching the Web)
	function.	(Making Multimedia	communicate	Uses filters or can	<mark>(3D Design)</mark>
		<mark>Stories)</mark>	information.	perform single criteria	(Computational
	Share their	(Introduction to Digital	(Writing in Different	searches for	Thinking: Alien
	creations,	<mark>Art)</mark>	<mark>Styles)</mark>	information.	Contact Unplugged)
	explaining the		(An Introduction to	(Communication and	
	process they have		Animation)	Collaboration)	Uses criteria to
	used.		(Beginning to	(Databases)	evaluate the quality of
			Present)	(Digital Imagery:	solutions, can identify
				Patterns in Nature)	improvements
					making some
			Obtains content from		refinements to the
			the world wide web	Uses a variety of	solution, and future
			using a web browser.	software to	solutions.

(Manipulating Sound)
(What is a computer?)

Knows why sorting data in a flat file can improve searching for information. (Building

Collaborative

Websites)

(Manipulating Sound)

(What is a computer?)

Uses filters or can perform single criteria searches for information. (Building Collaborative Websites) (Manipulating Sound)

(What is a computer?)

Shows an awareness of, and can use a range of internet services e.g. VOIP. Collects, organises and presents data and information in digital content.

(Building Collaborative

Websites)

(Manipulating Sound)

(What is a computer?) Creates digital content

to achieve a given goal through combining software packages and internet services to communicate with a wider audience e.g. blogging. (Building

Collaborative

Websites)

(Manipulating Sound) (What is a computer?)

Makes appropriate improvements to solutions based on

(Spreadsheet Masters) (Manipulating Images) (Creating Instructional Videos – SATs revision) Inside the Internet)

Shares their experiences of technology in school and beyond the classroom. (Spreadsheet Masters) (Manipulating Images) (Creating Instructional Videos – SATs revision) Inside the Internet)

Talks about their work and makes improvements to solutions based on feedback received. (Spreadsheet Masters) (Manipulating Images) (Creating Instructional Videos – SATs revision) Inside the Internet)

Makes appropriate improvements to solutions based on feedback received, and can comment on the success of the solution. (Spreadsheet Masters) (Manipulating Images)

(Manipulating Images) (Creating Instructional Videos – SATs revision) Inside the Internet)

Knows the difference between physical, wireless and mobile networks. (Spreadsheet Masters)

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			•	nanipulate and	(Searching the Web)	1
		Styles		present digital	<mark>(3D Design)</mark>	;
				content; data and	(Computational	1
		Anima	· · · · · · · · · · · · · · · · · · ·	nformation.	Thinking: Alien	1
				Communication and	Contact Unplugged)	
		Prese		Collaboration)		
				Databases)		
				Digital Imagery:		
			• • •	Patterns in Nature)		
			utput devices.			
				Shares their		
				experiences of		1
				echnology in school		li
				and beyond the		
		conter		lassroom.		
				Communication and		
		Styles		Collaboration)		
				Databases)		
		Anima		Digital Imagery:		
				Patterns in Nature)		
		Prese				
				Shows an awareness		
				of, and can use a		
				ange of internet		
				ervices, e.g. VOIP.		
				Collects, organises		
			-	and presents data		[
				and information in		
				ligital content.		
				Communication and		
		Styles		Collaboration)		
				Databases)		
		Anima		Digital Imagery:		
				Patterns in Nature)		
		Prese	,	Creates digital		
				content to achieve a		
		softwa	•	given goal through		
				combining software		
		· · ·		backages and internet		
				services to		
		inform	.,	communicate with a		
				vider audience. E.g.		
		Styles	·	Blogging.		
				Communication and		
		Anima		Collaboration)		
			· · · · · · · · · · · · · · · · · · ·	Databases)		
		Prese	<u> </u>	Digital Imagery:		
				Patterns in Nature)		
			<mark>-</mark>			
			Г	alks about their work		
		Under		and makes		-
				mprovements to		
		· · ·		solutions based on		
				eedback received.		
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feedback received, (Manipulating Images) and can comment on (Creating Instructional Videos – SATs the success of the revision) solution. (Building Inside the Internet) Collaborative Websites) Recognises the (Manipulating Sound) audience when (What is a computer?) designing and creating digital Analyses and content. evaluates data and (Spreadsheet information, and Masters) recognises that poor (Manipulating Images) (Creating Instructional quality data leads to . Videos – SATs unreliable results, and revision) inaccurate conclusions. Inside the Internet) (Building Collaborative Websites) (Manipulating Sound) (What is a computer?) Knows the difference between physical, wireless and mobile networks. (Building Collaborative Websites) (Manipulating Sound) (What is a computer?) Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions. (Building Collaborative Websites) (Manipulating Sound) (What is a computer?) Knows that there is a range of operating systems and application software for the same hardware.

				makes changes to improve it. (Writing in Different Styles) (An Introduction to Animation) (Beginning to Present)	(Communication and Collaboration) (Databases) (Digital Imagery: Patterns in Nature) Makes appropriate improvements to solutions based on feedback received, and can comment on the success of the solution. (Communication and Collaboration) (Databases) (Digital Imagery: Patterns in Nature)		(Building Collaborative Websites) (Manipulating Sound) (What is a computer?)	
DIGITAL LITERACY	Start taking part in some group activities which they make up for themselves, or in teams. Increasingly follow rules, understanding why they are important Do not always need an adult to remind them of a rule. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. Continue to develop positive attitudes about the differences between people.	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Know and talk about the different factors that support their overall health and	Knows common uses of information technology beyond the classroom. (Keeping Safe and Exploring Technology) (Safer Internet Day) Shares their use of technology in school. (Keeping Safe and Exploring Technology) (Safer Internet Day) Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. (Keeping Safe and Exploring Technology) (Safer Internet Day)	Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private. (Keeping Safe and Exploring Technology) (Safer Internet Day) Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online. (Keeping Safe and Exploring Technology) (Safer Internet Day) Knows what to do when concerned about content or being contacted. (Keeping Safe and Exploring Technology) (Safer Internet Day) Shares their use of technology in school.	Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online. (Digital Literacy and Online Safety) (Safer Internet Day) Shows and awareness for the quality of digital content collected. (Digital Literacy and Online Safety) (Safer Internet Day) Recognises what is acceptable and unacceptable behaviour when using technologies and online services. (Digital Literacy and Online Safety) (Safer Internet Day) (Safer Internet Day)	Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online. (Digital Literacy and Online Safety) (Safer Internet Day) Shows and awareness for the quality of digital content collected. (Digital Literacy and Online Safety) (Safer Internet Day) Recognises what is acceptable and unacceptable behaviour when using technologies and online services. (Digital Literacy and Online Safety) (Safer Internet Day) Makes judgements about digital content when evaluating and repurposing it for a given audience. Demonstrates	Recognises what is acceptable and unacceptable behaviour when using technologies and online services (Digital Literacy and Online Safety) (Safer Internet Day)	Makes judgements about digital content when evaluating and repurposing it for a given audience. (Digital Literacy and Online Safety) (Safer Internet Day) Demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns. Selects, combines and uses internet services. (Digital Literacy and Online Safety) (Safer Internet Day) Understands the potential of information technology for collaboration when computers are networked (Digital Literacy and Online Safety) (Safer Internet Day) (Safer Internet Day)

	wellbeing: sensible amounts of 'screen time' Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.		(Keeping Safe and Exploring Technology) (Safer Internet Day) Shows and awareness for the quality of digital content collected. (Keeping Safe and Exploring Technology) (Safer Internet Day)		responsible use of technologies and online services, and knows a range of ways to report concerns. Selects, combines and uses internet services. Understands the potential of information technology for collaboration when computers are networked. (Digital Literacy and Online Safety) (Safer Internet Day)		
Teaching Online Safety Autumn – E-Safety Spring – Computing Summer – Wellbeing		Aut – Unsafe Communication. Spr – Personal Data Sum – Online vs Offline behaviour	Aut – Challenges Spr – Password Phishing Sum – Impact on quality of life, physical and mental health and relationships.	Aut – Fake profiles Spr – Age Restrictions Fake websites and scam emails Sum – Online vs. offline behaviour	Aut – Content which incites Spr – Disformation, misformation and hoaxes. Privacy settings Sum – Impact on quality of life, physical and mental health and relationships.	Aut – Live streaming. Spr – Content – how can it be used and shared? Targeting of online content – including social media and search engines Sum – Online vs. offline behaviours	Aut – Abuse (online) Grooming Spr – Fraud (online) Persuasive design Sum – Impact on confidence – including body confidence
Organisation and Communication		Aut 1 – Keeping Safe and Exploring Technology Aut 2 – Exploring Digital Sound Spr 1 – Making Multimedia Stories Safer Internet Day Spr 2 – Action Algorithms Sum 1 –Intro to Digital Art Sum 2 – Programming Directions	Aut 1 – Keeping Safe and Exploring Technology Aut 2 – Writing in Different Styles Spr 1 – An Introduction to Animation Safer Internet Day Spr 2 – Programming with Scratch Jnr Sum 1 – Programming with Logo Sum 2 – Beginning to Present	Aut 1 – Digital Literacy and Online Safety Aut 2 – Communication and Collaboration Spr 1 – Animation with Scratch Safer Internet Day Spr 2 – Databases Sum 1 – Digital Imagery: Patterns in Nature Sum 2 – Getting Started with Kodu	Aut 1 – Digital Literacy and Online Safety Aut 2 – Searching the Web Spr 1 – Scratch Maze Games Safer Internet Day Spr 2 – 3D Design Sum 1 – Kodu Sports Sum 2 – Computational Thinking – Alien Contact Unplugged	Aut 1 – Digital Literacy and Online Safety Aut 2 – Building Retro Games on Scratch Spr 1 – Building Collaborative Websites Safer Internet Day Spr 2 – Manipulating Sound Sum 1 – What is a computer? Sum 2 – Lego Wedo	Aut 1 – Digital Literacy and Online Safety Aut 2 – Spreadsheet Masters Spr 1 – Manipulating Images Safer Internet Day Spr 2 – Creating Instructional Videos – SATs revision Sum 1 – Inside the Internet

Overarching	Control	Algorithm	Browser	Abstraction	
vocabulary	Information	Data	Computer networks	Block	
	Internet	Debug	Execute	Blocks Palette	
	Program	Online	Input	Browser	
	Technology	Repeat	Loop	Command	
		Search	Output	Condition	
		Selection	Software	Control Block	
		Sequence	World Wide Web	Costume	
			Web browser	Decomposition	
				Digital content	
				Evaluation	
				Logic	
				Logical reasoning PageRank Patterns Processor Procedure	
				Repetition (sometimes referred to as 'itera	
				in upper KS2)	
				Script	
				Scripts area	
				Server	
				Services	
				Simulation	
				Software	
				Sprite	
				Stage	
				Variables	

Sum 2 – Lego
Robotics
Abstraction
Array
CPÚ
CSS
GPU
Hard drive
Hardware
HTML
Iteration
List
Operating system
RAM
ROM