Wallsend Jubilee Primary School
Skills Progression: Computing & ICT

Strands	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
COMPUTER SCIENCE	Enjoys listening to longer stories and can remember much of what happens. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Use large-muscle movements to wave flags and streamers, paint and make marks	Understand how to listen carefully and why listening is important. Learn new vocabulary Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns. Draw information from a simple map. Offer explanations for why things might happen, making use of recently introduced	Understands what an algorithm is and is able to express simple linear (non-branching) Algorithms symbolically. Understands that computers need precise instructions. Demonstrates care and precision to avoid errors. (Action algorithms) (Programming Direction) Knows that users can develop their own programmes, and can demonstrate this by creating a simple programme in an environment that does not rely on text e.g. Programmable robots etc. Executes, checks and changes programmes. Understands that programmes execute by following precise instructions. (Action algorithms) (Programming Direction) Understands that computers have no intelligence and that computers can do nothing unless a programme is executed. (Action algorithms) (Programming Direction)	Understands what an algorithm is and is able to express simple linear (non-branching) Algorithms symbolically. Understands that computers need precise instructions. Demonstrates care and precision to avoid errors. (Programming with ScratchJnr) (Programming with Logo) Understands that algorithms are implemented on digital devices as programs. Designs simple algorithms using loops, and selection. i.e if statements. Uses logical reasoning to predict outcomes. Detects and corrects errors. I.e. debugging in algorithms. (Programming with ScratchJnr) (Programming with Logo) Knows that users can develop their own programmes, and can demonstrate this by creating a simple programme in an environment that does not rely on text e.g. Programmable robots etc. Executes, checks and changes programmes.	Understands that algorithms are implemented on digital devices as programs. Designs simple algorithms using loops, and selection. i.e if statements. Uses logical reasoning to predict outcomes. Detects and corrects errors. I.e. debugging in algorithms. (Animation with Scratch) (Getting Started with Kodu) Designs solutions (algorithms) that use repetition and two-way selection i.e. if, then, and else. (Animation with Scratch) (Getting Started with Kodu) Uses arithmetic operators, if statements, and loops, within programmes. Uses logical reasoning to predict the behaviour of programmes. Detects and corrects simple semantic errors. I.e. debugging in programs. (Animation with Scratch) (Getting Started with Kodu) Uses logical reasoning to predict outputs, showing an awareness of inputs.	Designs solutions (algorithms) that use repetition and two-way selection i.e. if, then, and else. (Scratch Maze Games) (Kodu Sports) Uses logical reasoning to predict ouputs, showing an awareness of inputs. (Scratch Maze Games) (Kodu Sports) Creates programs that implement algorithms to achieve given goals. (Scratch Maze Games) (Kodu Sports) Declares and assigns variables. (Scratch Maze Games) (Kodu Sports) Uses post-tested loop e.g. 'until' and a sequence of selection statements in programs, including an if, then and else statement. (Scratch Maze Games) (Kodu Sports) Knows that computers collect data from various input devices, including sensors and application software. (Scratch Maze Games) (Kodu Sports)	Designs solutions (algorithms) that use repetition and two-way 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	Designs solutions (algorithms) that use repetition and two-way 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 five key concepts about print: - print has meaning - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.	vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Recognises that all software executed on digital devices is programmed. (Action algorithms) (Programming Direction)	Understands that programmes execute by following precise instructions. (Programming with ScratchJnr) (Programming with Logo) Understands that computers have no intelligence and that computers can do nothing unless a programme is executed (Programming with ScratchJnr) (Programming with Logo) Recognises that all software executed on digital devices is programmed. (Programming with ScratchJnr) (Programming with Logo)	(Animation with Scratch) (Getting Started with Kodu) Recognises that a range of digital devices can be considered a computer. (Animation with Scratch) (Getting Started with Kodu) Recognises and can use a range of input and output devices. Understands how programs specify the function of a general purpose computer. (Animation with Scratch) (Getting Started with Kodu) Creates programs that implement algorithms to achieve given goals. (Animation with Scratch) (Getting Started with Kodu) Uses diagrams to express solutions. (Animation with Scratch) (Getting Started with Kodu) Declares and assigns variables. (Animation with Scratch) (Getting Started with Kodu) Knows that computers collect data from various input devices,	Shows an awareness of tasks best completed by humans or computers. Knows that computers collect data from various input devices, including sensors and application software. (Scratch Maze Games) (Kodu Sports) Recognises that different solutions exist for the same problem. (Scratch Maze Games) (Kodu Sports) Understands the difference between, and appropriately uses if and if, then and else statements. (Scratch Maze Games) (Kodu Sports) Uses a variable and relational operators within a loop to govern termination. (Scratch Maze Games) (Kodu Sports)	(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 high-level 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 language like 'pointy', 'spotty', 'blobs' etc Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'				including sensors and application software. <mark>(Animation with Scratch) (Getting Started with Kodu)</mark>		and their roles within a computer system <mark>(Building Retro Games on Scratch) (Lego Wedo)</mark> Understands why and when computers are used. <mark>(Building Retro Games on Scratch) (Lego Wedo)</mark> Understands the main functions of the operating system <mark>(Building Retro Games on Scratch) (Lego Wedo)</mark>	Defines data types: real numbers and Boolean. <mark>(Lego Robotics)</mark> Knows that digital computers use binary to represent all data. <mark>(Lego Robotics)</mark> Understands how bit patterns represent numbers and images <mark>(Lego Robotics)</mark> Knows that computers transfer data in binary. <mark>(Lego Robotics)</mark> Understands the relationship between binary and file size (uncompressed) <mark>(Lego Robotics)</mark> Recognises and understands the function of the main internal parts of basic computer architecture. <mark>(Lego Robotics)</mark> Understands how to construct static web pages using HTML and CSS. <mark>(Lego Robotics)</mark> Understands data transmission between digital computers over networks, including the internet i.e. IP addresses and packet switching. <mark>(Lego Robotics) (Inside the Internet)</mark>
IT	Explore collections of materials with similar and/or different properties.	Develop their small motor skills so that they can use a range of tools competently, safely and	Recognises that digital content can be represented in many forms. <mark>(Exploring Digital Sound)</mark>	Recognises that digital content can be represented in many forms. <mark>(Writing in Different Styles)</mark>	Recognises different types of data: text, number. <mark>(Communication and Collaboration) (Databases)</mark>	Shows an awareness of, and can use a range of internet services, e.g. VOIP. Collects, organises and presents data	Understands the difference between data and information. <mark>(Building Collaborative Websites)</mark>	Uses a variety of software to manipulate and present digital content: data and information.

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

					<mark>(Writing in Different Styles)</mark> <mark>(An Introduction to Animation)</mark> <mark>(Beginning to Present)</mark> Recognises and can use a range of input and output devices. Navigates the web and can carry out simple web searches to collect digital content. <mark>(Writing in Different Styles)</mark> <mark>(An Introduction to Animation)</mark> <mark>(Beginning to Present)</mark> Uses software under the control of the teacher to create, store and edit digital content using appropriate file and folder names. <mark>(Writing in Different Styles)</mark> <mark>(An Introduction to Animation)</mark> <mark>(Beginning to Present)</mark> Uses a variety of software to manipulate and present digital content; data and information. <mark>(Writing in Different Styles)</mark> <mark>(An Introduction to Animation)</mark> <mark>(Beginning to Present)</mark> Understands that people interact with computers. Talks about their work and	manipulate and present digital content; data and information. <mark>(Communication and Collaboration)</mark> <mark>(Databases)</mark> <mark>(Digital Imagery: Patterns in Nature)</mark> Shares their experiences of technology in school and beyond the classroom. <mark>(Communication and Collaboration)</mark> <mark>(Databases)</mark> <mark>(Digital Imagery: Patterns in Nature)</mark> 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. <mark>(Communication and Collaboration)</mark> <mark>(Databases)</mark> <mark>(Digital Imagery: Patterns in Nature)</mark> Creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience. E.g. Blogging. <mark>(Communication and Collaboration)</mark> <mark>(Databases)</mark> <mark>(Digital Imagery: Patterns in Nature)</mark> Talks about their work and makes improvements to solutions based on feedback received.	<mark>(Searching the Web)</mark> <mark>(3D Design)</mark> <mark>(Computational Thinking: Alien Contact Unplugged)</mark>	feedback received, and can comment on the success of the solution. <mark>(Building Collaborative Websites)</mark> <mark>(Manipulating Sound)</mark> <mark>(What is a computer?)</mark> Analyses and evaluates data and information, and recognises that poor quality data leads to unreliable results, and inaccurate conclusions. <mark>(Building Collaborative Websites)</mark> <mark>(Manipulating Sound)</mark> <mark>(What is a computer?)</mark> Knows the difference between physical, wireless and mobile networks. <mark>(Building Collaborative Websites)</mark> <mark>(Manipulating Sound)</mark> <mark>(What is a computer?)</mark> Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions. <mark>(Building Collaborative Websites)</mark> <mark>(Manipulating Sound)</mark> <mark>(What is a computer?)</mark> Knows that there is a range of operating systems and application software for the same hardware.	<mark>(Manipulating Images)</mark> <mark>(Creating Instructional Videos – SATs revision)</mark> <mark>Inside the Internet)</mark> Recognises the audience when designing and creating digital content. <mark>(Spreadsheet Masters)</mark> <mark>(Manipulating Images)</mark> <mark>(Creating Instructional Videos – SATs revision)</mark> <mark>Inside the Internet)</mark>

				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) | 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) |

			wellbeing: sensible amounts of 'screen time' Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.		<mark>(Keeping Safe and Exploring Technology)</mark> <mark>(Safer Internet Day)</mark> Shows and awareness for the quality of digital content collected. <mark>(Keeping Safe and Exploring Technology)</mark> <mark>(Safer Internet Day)</mark>		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. <mark>(Digital Literacy and Online Safety)</mark> <mark>(Safer Internet Day)</mark>	
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

						Sum 2 – Lego Robotics
Overarching vocabulary		Control Information Internet Program Technology	Algorithm Data Debug Online Repeat Search Selection Sequence	Browser Computer networks Execute Input Loop Output Software World Wide Web Web browser	Abstraction Block Blocks Palette Browser Command Condition Control Block Costume Decomposition Digital content Evaluation Logic Logical reasoning PageRank Patterns Processor Procedure Repetition (sometimes referred to as 'iteration' in upper KS2) Script Scripts area Server Services Simulation Software Sprite Stage Variables	Abstraction Array CPU CSS GPU Hard drive Hardware HTML Iteration List Operating system RAM ROM