

Wallsend Jubilee Primary School Skills Progression: Computing & ICT

Strands	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ultando	Enjoys listening	Understand how to	Understands what an	Understands what an	Understands that	Designs solutions	Designs solutions	Designs solutions
	to longer stories	listen carefully and	algorithm is and is	algorithm is and is	algorithms are	(algorithms) that use	(algorithms) that use	(algorithms) that use
	and can	why listening is	able	able	implemented on	repetition and two-	repetition and two-	repetition and two-
	remember much	important.	to express simple	to express simple	digital devices as	way selection i.e. if,	way selection i.e. if,	way selection i.e. if,
	of what		linear (non-branching)	linear (non-	programs. Designs	then, and else.	then, and else.	then and else.
	happens.	Learn new	Algorithms	branching)	simple algorithms	(Scratch –	(Programming	(Raspberry Pi)
		vocabulary	symbolically.	Algorithms	using loops, and	programming	Robots)	(Sonic Pi)
	Understand a	Voodbalaity	Understands that	symbolically.	selection. i.e if	animation)	(Raspberry Pi)	
	question or	Ask questions to	computers need	Understands that	statements. Uses	animationy		Uses diagrams to
	instruction that	find out more and	precise instructions.	computers need	logical reasoning to	Uses logical	Uses diagrams to	express solutions.
	has two parts,	to check they	Demonstrates care	precise instructions.	predict outcomes.	reasoning to predict	express solutions.	(Raspberry Pi)
	such as "Get	understand what	and precision to avoid	Demonstrates care	Detects and corrects	ouputs, showing an	(Raspberry Pi)	
	your coat and	has been said to	errors.	and precision to avoid	errors. I.e. debugging	awareness of inputs.		Uses logical
	wait at the	them.	(Action algorithms)	errors.	in algorithms.	Scratch –	Designs solutions by	reasoning to predict
	door".		(Programming	(Programming with	(Programming	programming	decomposing a	outputs, showing an
		Connect one idea	Direction)	ScratchJnr)	Scratch Maze	animation)	problem and creates a	awareness of inputs.
	Understand	or action to	Direction	(Programming with	Games)	(Lego WeDo – Give it	sub-solution for each	(Raspberry Pi)
	'why' questions,	another using a			(Getting started with	a scratch)	of these parts	(Sonic Pi)
	like: "Why do	•	Knows that users can	Logo)	Kodu)	(Kodu Sport)	(decomposition).	
	you think the	range of connectives.		Understands that	(Lego WeDo)		· · · · · · · · · · · · · · · · · · ·	Creates programs that
	•	COIMECUVES.	develop their own			Creates programs	(Raspberry Pi)	Creates programs that
	caterpillar got so fat?"	Describe events in	programmes, and can	algorithms are implemented on	Designs solutions	Creates programs	Recognises that	implement algorithms to achieve given
	50 141?	some detail.	demonstrate this by	digital devices as	(algorithms) that use	that implement algorithms to achieve	different solutions	v
	Be able to	Some detail.	creating a simple	5	, , ,		exist for the same	goals. <mark>(Sonic Pi)</mark>
		Lloo talk to halp	programme in an environment that	programs. Designs	repetition and two-	given goals.		
COMPUTER	express a point of view and to	Use talk to help		simple algorithms	way selection i.e. if, then, and else.	(Lego WeDo – Give it	problem. <mark>(Kodu – 3D Pac Man)</mark>	Declares and assigns
SCIENCE	debate when	work out problems	does not rely on text e.g. Programmable	using loops, and selection. i.e if		a scratch) (Kodu Sport)		Declares and assigns variables
	they disagree	and organise thinking and	robots etc. Executes,	statements. Uses	(Real life Algorithms)		(Programming Robots)	(Raspberry Pi)
	with an adult or	activities explain	checks and changes	logical reasoning to	Uses arithmetic	Declares and assigns	(Raspberry Pi)	(Sonic Pi)
	a friend, using	how things work		predict outcomes.	operators, if	variables.		
	words as well	and why they	programmes. Understands that	Detects and corrects	statements, and	(Lego WeDo – Give it		Uses post-tested loop
	as actions.	might happen	programmes execute	errors. I.e. debugging	loops, within	a scratch)	reasoning to predict	e.g. 'until', and a
		Піції парреп	by following precise	in algorithms.	programmes. Uses	(Kodu Sport)	outputs, showing an	sequence of selection
	Are increasingly	Select, rotate and	instructions.	(Programming with	logical reasoning to		awareness of inputs	statements in
	able to use and	manipulate shapes	(Exploring Machines		predict the behaviour		(Kodu – 3D Pac Man)	programs, including
	remember	in order to develop	we Control.)	Logo)	of programmes.	Uses post-tested loop	(Programming	an if, then and else
	sequences and	spatial reasoning	(Action algorithms)		Detects and corrects	e.g. 'until' and a	Robots)	statement
	patterns of	skills.	(Programming	Knows that users can	simple semantic	sequence of selection	(Raspberry Pi)	(Sonic Pi)
	movements	31113.	Direction)	develop their own	errors. I.e. debugging	statements in		
	which are	Continue, copy	(Exploring Digital	programmes, and can			Creates programs that	Understands the
	related to music	and create		demonstrate this by	in programs. <mark>(Lego WeDo)</mark>	programs, including an if, then and else	implement algorithms	difference between
			Sound)	creating a simple		statement.		the internet and
	and rhythm.	repeating patterns.		e .	(Programming		to achieve given	
		Draw information	Understands that	programme in an environment that	<mark>Scratch Maze</mark> Games)	(Kodu Sport)	goals. <mark>(Kodu – 3D Pac Man)</mark>	internet service e.g. world wide web.
	Use large-				· · · · · · · · · · · · · · · · · · ·			
	muscle	from a simple map.	computers have no	does not rely on text	(Getting started with	Knowe that	(Programming Pobots)	(Inside the internet)
	movements to	Offer evolutions	intelligence and that	e.g. Programmable	Kodu)	Knows that	Robots)	Dopigno polutions hu
	wave flags and	Offer explanations for why things might	computers can do	robots etc. Executes,		computers collect	(Raspberry Pi)	Designs solutions by
	streamers, paint	happen, making use	nothing unless a	checks and changes	Uses logical	data from various	Declarge and easime	decomposing a
	and make	of recently	programme is	programmes.	reasoning to predict	input devices,	Declares and assigns	problem and creates a
	marks	introduced	executed.	Understands that	outputs, showing an	including sensors and		sub-solution for each
				programmes execute	awareness of inputs.	application software.	<mark>(Kodu – 3D Pac Man)</mark>	

Lindoratorad	the vershulary from	(Evploring Machines	by following proving		
Understand t five key	the vocabulary from stories, non-fiction,	(Exploring Machines we Control)	by following precise instructions.	<mark>(Lego WeDo)</mark>	<mark>(Lego WeDo – Give it</mark> a scratch)
concepts abo		(Action algorithms)	(Programming with		
print: - print h		(Programming	ScratchJnr)	Recognises that a	Shows an awareness
meaning - pr		Direction)		range of digital	of tasks best
can have		(Exploring Digital		devices can be	completed by
different		Sound)	Understands that	considered a	humans or
purposes - p	ade		computers have no	computer.	computers.
sequencing -	-		intelligence and that	(Lego WeDo)	Knows that
read English		Recognises that all	computers can do		computers collect
text from left		software executed on	nothing unless a	Recognises and can	data from various
right and from		digital devices is	programme is	use a range of input	input devices,
top to bottom		programmed.	executed	and output devices.	including sensors and
		(Exploring Machines	(Programming with	Understands how	application software.
Develop thei	r	we Control.)	ScratchJnr)	programs specify the	(Lego WeDo - Give it
phonological		(Action algorithms)	(Programming with	function of a general	a scratch)
awareness, s		(Programming	Logo)	purpose computer.	(Kodu Sports)
that they can		Direction)		(Lego WeDo)	
spot and		(Exploring Digital		(Programming	Recognises that
suggest rhyn	nes	Sound)	Recognises that all	Scratch Maze	different solutions
- count or cla			software executed on	Games)	exist for the same
syllables in a	-		digital devices is	(Getting started with	problem.
word -			programmed.	Kodu)	(Lego WeDo - Give it
recognise wo	ords		Programming with		a scratch)
with the sam			ScratchJnr)	Creates programs	(Kodu Sports)
initial sound,			(Programming with	that implement	· · ·
such as mon	ey		Logo)	algorithms to achieve	Understands the
and mother				given goals.	difference between,
				(Lego WeDo)	and appropriately
Understand					uses if and if, then
position through	ugh			Uses diagrams to	and else statements.
words alone	-			express solutions.	(Kodu Sports)
for example,				(real life algorithms)	
"The bag is					Uses a variable and
under the tab	ple,"			Declares and assigns	relational operators
– with no				variables.	within a loop to
pointing.				<mark>(Lego WeDo)</mark>	govern termination.
					<mark>(Lego WeDo - Give it</mark>
Describe a				Knows that computers	a scratch)
familiar route).			collect data from	(Kodu Sports)
				various input devices,	
Discuss rou				including sensors and	
and locations				application software.	
using words				(Lego WeDo)	
in front of a	na				
'behind'.					
-					
Talk about a					
identifies the					
patterns arou	ina				
them. For					
example: stri	pes				
on clothes,					
designs on ru	•				
and wallpape	۶I.				

(Programming Robots) (Raspberry Pi)

Uses post-tested loop e.g. 'until' and a sequence of selection statements in programs, including an if, then and else statement. (Kodu – 3D Pac Man)

Understands the difference between, and appropriately uses if and if, then and else statements. (Kodu – 3D Pac Man)

Uses a variable and relational operators within a loop to govern termination (Kodu – 3D Pac Man) (Programming Robots)

Knows that computers collect data from various input devices, including sensors and application software. (What is a computer?)

Understands the difference between hardware and application software, and their roles within a computer system (What is a computer?)

Understands the difference between hardware and application software, and their roles within a computer system (Raspberry Pi) (Kodu – 3D Pacman) of these parts (decomposition). (Raspberry Pi)

Understands the difference between, and appropriately uses if and if, then and else statements. (Sonic Pi)

Uses a variable and relational operators within a loop to govern termination (Sonic Pi)

Designs, writes and debugs modular programs using procedures. (Sonic Pi)

Understands why and when computers are used. (Inside the Internet)

Understands that iteration is the repetition of a process such as a loop (Raspberry Pi) (Sonic Pi)

Represents solutions using a structured notation (Sonic Pi)

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

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

		1	1	1	1	1	1	
	Use informal						Understands why and	
	language like						when computers are	
							used.	
	'pointy', 'spotty',							
	'blobs' etc						(What is a computer?)	
								Defines data types:
	Extend and						Understands the main	real numbers and
	create ABAB						functions of the	Boolean.
	patterns - stick,						operating system	(Raspberry Pi)
	leaf, stick, leaf.						(What is a computer?)	
								Knows that digital
	Notice and							computers use binary
	correct an error							to represent all data.
	in a repeating							(Raspberry Pi)
	pattern.							
								Understands how bit
	Begin to							patterns represent
	describe a							numbers and images
	sequence of							(Raspberry Pi)
	events, real or							
	fictional, using							Knows that computers
	words such as							transfer data in binary.
	'first', 'then'							(Raspberry Pi)
								Understands the
								relationship between
								binary and file size
								(uncompressed)
								(Raspberry Pi)
								Recognises and
								understands the
								function of the main
								internal parts of basic
								computer architecture.
								(Raspberry Pi)
								Lindoratondo hove to
								Understands how to
								construct static web
								pages using HTML
								and CSS.
								(Inside the Internet)
								Understands data
								transmission between
								digital computers over
								networks, including
								the internet i.e. IP
								addresses and packet
								switching.
								(Inside the Internet)
	Evoloro	Dovolon their amel	Doogniggs that	Decompises that	Doognioon different	Showe on ourstands	Lindorotondo the	Lloop o voriety of
	Explore	Develop their small	Recognises that	Recognises that	Recognises different	Shows an awareness	Understands the	Uses a variety of
	collections of	motor skills so that	digital content can be	digital content can be	types of data: text,	of, and can use a	difference between	software to
	materials with	they can use a	represented in many	represented in many	number.	range of internet	data and information.	manipulate and
IT	similar and/or	range of tools	forms.	forms.	(Databases)	services, e.g. VOIP.	(What is a computer?)	present digital
			I	•		, y		

different	competently,	(An intro to digital art)	(Intro to Animation)	l la deneto o lo d	Collects, organises
properties.	safely and	(Making multimedia	(Finding & Presenting	Understands the	and presents data
Evelope have	confidently.	<mark>stories)</mark> (Farlarian Disital	Information)	difference between	and information in
Explore how	Suggested tools:	(Exploring Digital	(Writing in Different	data and information.	digital content.
things work.	pencils for drawing	Sound)	Styles)	(Databases)	(Searching the Web)
Maka	and writing,	Distinguishes	(Beginning to	Appropriate a that	(Collaborative
Make	paintbrushes,	Distinguishes	Present)	Appreciates that	Websites)
imaginative and	scissors, knives,	between some of these forms and can	Decognices different	programmes can work	Croates digital
complex 'small worlds' with	forks and spoons	explain the different	Recognises different types of data: text,	with different types of data.	Creates digital content to achieve a
blocks and	Use their core	ways that they	number.	(Databases)	given goal through
construction	muscle strength to	communicate	(Finding & Presenting	(Databases)	combining software
kits, such as a	achieve a good	information.	Information)	Recognises that data	packages and
city with	posture when	(An intro to digital art)	mornation	can be structured in	internet services to
different	sitting at a table or	(Making multimedia	Appreciates that	tables to make it	communicate with a
buildings and a	sitting on the floor.	stories)	programmes can	useful.	wider audience. E.g.
park.			work with different	(Databases)	Blogging.
Point Point	Explore, use and	Uses software under	types of data.		(Searching the Web)
Explore different	refine a variety of	the control of the	(Finding & Presenting	Knows why sorting	(Collaborative
materials freely,	artistic effects to	teacher to create,	Information)	data in a flat file can	Websites)
in order to	express their ideas	store and edit digital		improve searching for	(3D Design – Sketch
develop their	and feelings	content using	Recognises that data	information.	Up)
ideas about how	Ŭ	appropriate file and	can be structured in	(Databases)	
to use them and	Return to and build	folder names.	tables to make it		Makes appropriate
what to make	on their previous	(An intro to digital art)	useful.	Uses filters or can	improvements to
	learning, refining	(Making multimedia	(Finding & Presenting	perform single criteria	solutions based on
	ideas and	stories)	Information)	searches for	feedback received,
	developing their	(Exploring Digital		information.	and can comment on
	ability to represent	Sound)		<mark>(Databases)</mark>	the success of the
	them.	Understands that	Distinguishes		solution.
		people interact with	between some of		(Collaborative
	Create	computers. Talks	these forms and can	Uses a variety of	Websites)
	collaboratively	about their work and	explain the different	software to	<mark>(3D Design – Sketch</mark>
	sharing ideas,	makes changes to	ways that they	manipulate and	<mark>Up)</mark>
	resources and	improve it.	communicate	present digital	
	skills	(An intro to digital art)	information.	content; data and	
		(Making multimedia	(Intro to Animation)	information.	Recognises the
	Safely use and	stories)	(Finding & Presenting	(Databases)	audience when
	explore a variety of	(Exploring Digital	Information)	(Communication &	designing and
	materials, tools	Sound)	(Writing in Different	Collaboration)	creating digital
	and techniques,		Styles) (Paginging to	Sharaa thair	content.
	experimenting with		(Beginning to Brocont)	Shares their	(Searching the Web)
	colour, design,		Present)	experiences of	(Collaborative
	texture, form and function.			technology in school	Websites)
			Obtains content from	and beyond the classroom.	
	Share their		the world wide web	(Communication &	Uses criteria to
	creations,		using a web browser.	Collaboration)	evaluate the quality
	explaining the		(Finding & Presenting	Solidooration	of solutions, can
	process they have		Information)	Shows an awareness	identify
	used.		mornatory	of, and can use a	improvements
			Recognises and can	range of internet	making some
			use a range of input	services, e.g. VOIP.	refinements to the
			and output devices.	Collects, organises	solution, and future
			Navigates the web	and presents data	solutions.
	1	1			

Knows why sorting data in a flat file can improve searching for information. (Collecting, testing

and presenting data)

Uses filters or can perform single criteria searches for information. (Collecting, testing and presenting data)

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.

(Collecting, testing and presenting data)

Creates digital content to achieve a given goal through

combining software packages and internet services to

communicate with a wider audience e.g. blogging.

(Collecting, testing and presenting data)

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

Analyses and evaluates data and information, and recognises that poor quality data leads to unreliable results, and inaccurate conclusions. content: data and information. (Manipulating Images) (Video Editing)

Shares their experiences of technology in school and beyond the classroom. (Manipulating Images)

Talks about their work and makes improvements to solutions based on feedback received. (Manipulating Images) (Video Editing)

Makes appropriate improvements to solutions based on feedback received, and can comment on the success of the solution.

(Manipulating Images) (Video Editing)

Knows the difference between physical, wireless and mobile networks. (Inside the Internet)

Recognises the audience when designing and creating digital content. (Inside the Internet)

				 and can carry out simple web searches to collect digital content. (Finding & Presenting Information) Uses software under the control of the teacher to create, store and edit digital content using appropriate file and folder names. (Intro to Animation) (Finding & Presenting Information) (Writing in Different Styles) (Beginning to Present) Uses a variety of software to manipulate and present digital content; data and information. (Finding & Presenting Information. (Finding & Presenting Information. Understands that people interact with computers. Talks about their work and makes changes to improve it. 	and information in digital content. (Databases) (Communication & Collaboration) Creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience. E.g. Blogging. (Databases) (Communication & Collaboration) Talks about their work and makes improvements to solutions based on feedback received. (Communication & Collaboration) Makes appropriate improvements to solutions based on feedback received, and can comment on the success of the solution. (Communication & Collaboration)	(Lego WeDo - Give it a scratch) (Kodu Sports)	((a ⊮bvn() Uesiistfi()()F ⊮rsafih()
				about their work and makes changes to			
DIGITAL LITERACY	Start taking part in some group activities which they make up for themselves, or in teams.	See themselves as a valuable individual. Build constructive and respectful relationships.	Knows common uses of information technology beyond the classroom. (Exploring Machines we Control.)	Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private.	Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.	Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online. (Searching the Web)	R u b te 0 ((a

(Collecting, testing and presenting data.)	
Knows the difference between physical, wireless and mobile networks. (What is a computer?)	
Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions. (Kodu – 3D Pac Man) (Programming Robots)	
Knows that there is a range of operating systems and application software for the same hardware.	
(What is a computer?)	
Recognises what is	Makes judgements
Recognises what is acceptable and unacceptable behaviour when using technologies and online services (Collecting, testing and presenting data.)	Makes judgements about digital content when evaluating and repurposing it for a given audience. (Inside the Internet)

							_
	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.	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 wellbeing: sensible amounts of 'screen time' Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Shares their use of technology in school. (Exploring Machines we Control.) 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. (Covered at the beginning of every topic – Safer Internet Day)	(Finding & Presenting Information) (Beginning to Present) Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online. (Finding & Presenting Information) Knows what to do when concerned about content or being contacted. (Finding & Presenting Information) (Programming with ScratchJnr) Shares their use of technology in school. (Programming with ScratchJnr) Shows and awareness for the quality of digital content collected. (Finding & Presenting Information) Shows and awareness for the quality of digital content collected. (Finding & Presenting Information) Aut – Challenges	(Communication & Collaboration) Shows and awareness for the quality of digital content collected. (Communication & Collaboration) Recognises what is acceptable and unacceptable behaviour when using technologies and online services. (Communication & Collaboration)	Shows and awareness for the quality of digital content collected. (Searching the Web) Recognises what is acceptable and unacceptable behaviour when using technologies and online services. (Searching the Web) (Collaborative Websites) Makes judgements about digital content when evaluating and repurposing it for a given audience. Demonstrates 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. (Searching the Web) (Collaborative Websites)	
			Communication.		Aut – Fake profiles	incites	
Teaching Online Safety			Spr – Personal Data	Spr – Password Phishing	Spr – Age Restrictions	Spr Disformation	
			Sum – Online vs		Fake websites and	Spr – Disformation, misformation and	(
Autumn – E-Safety Spring – Computing			Offline behaviour	Sum – Impact on	scam emails	hoaxes.	1
Summer – Wellbeing				quality of life, physical and mental		Privacy settings	(
				health and	Sum – Online vs. offline behaviour	Sum – Impact on	S
				relationships.		quality of life,	S

	Demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns. Selects, combines and uses internet services. (Inside the Internet) Understands the potential of information technology for collaboration when computers are networked (Inside the Internet)
Aut – Live streaming Spr – Content – how	Grooming
can it be used and	Spr – Fraud (online)
shared?	Persuasive design
Targeting of online	Sum Impaction
content – including	Sum – Impact on confidence –
social media and	
search engines	including body
	confidence

I		1	1	1			1
					physical and mental	Sum – Online vs.	
					health and	offline behaviours	
					relationships.		
Organisation and		Aut 1 – Action	Aut 1 – Programming	Aut 1 – Real life	Aut 1 – Scratch –	Aut 1 – Programming	Aut 1 – Sonic Pi
Communication		Algorithms	with Logo	algorithms	programming animation	Robots	
		Aut 2 – An intro to	Aut 2 – Intro to	Aut 2 – Lego WeDo		Aut 2 – Manipulating	Aut 2 – Manipulating
		digital art.	Animation		Aut 2 – Lego WeDo – Give it a scratch	Sound	Images
		Spr 1 – Exploring	Spr 1 – Finding &	Spr 1 – Databases		Spr 1 – Collecting,	Spr 1 – Video Editing
		Machines we control.	Presenting		Spr 1 – Searching	testing, presenting	
		Spr 2 Drogromming	Information	Spr 2 Drogromming	the Web	data.	Cor 2 CATC
		Spr 2 – Programming Direction	Spr 2 – Programming	Spr 2 – Programming with Scratch – Maze	Spr 2 – 3D Design –	Spr 2 – Raspberry Pi	Spr 2 – SATS
		Direction	with Scratch Jnr	Games	Sketch up	Spi z – Raspberry Fi	
		Sum 1 – Making multimedia stories	Sum 1 – Writing in	Sum 1 – Getting started with Kodu	Sum 1 – Kodu Sports	Sum 1 – Kodu 3D	Sum 1 – Raspberry Pi
		multimetia stones	different styles		Sull I – Rodu Sports	Pac Man	
		Sum 2 – Exploring		Sum 2 –			Sum 2 – Inside the
		digital sound.	Sum 2 – Beginning to	Communication &	Sum 2 –	Sum 2 – What is a	internet
			present	Collaboration	Collaborative Websites	computer?	
Overarching	Control	Algorithm	Browser	Abstra		Abstraction	
vocabulary	Information	Data	Computer networks	s Block Blocks Palette Browser Command Condition		Array	
	Internet	Debug Online	Execute			CPU CSS	
	Program Technology	Repeat	Input Loop			GPU	
	reennology	Search	Output			Hard drive	
		Selection	Software	Control Block			dware
		Sequence	World Wide Web	Cost	ume	НТ	ML
			Web browser	Decom			ation
				Digital			ist
					ation	Operating system RAM ROM	
					gic		
				Logical reasoning PageRank Patterns			
				Proce			
				Procedure			
				Repetition (sometimes	referred to as 'iteration'		
				in upper KS2)			
					ript		
				Script: Ser			
				Serv			
				Simu			
				Soft			
				Sp			
				Sta	ige		
				Varia	bles		