

Year 1: 2022 - 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Memory Box: How can you capture your memories?	Bright Lights, Big City: Where should everywhere Bear visit when he travels to London? Why?	Dinosaurs: How do we know dinosaurs existed?	Moon Zoom: How could you send Beegu back to the moon?	Splendid Skies: How does the weather change?	Rio de Vida: What is Brazil like compared to the UK?
Computing	Computing Systems and Networks  Technology around us	Creating Media  Digital Painting	Creating Media  Digital Writing	Programming A  Moving a Robot	Data and Information  Grouping Data	Programming B  Programming animations
Computing Big Question	How can technology help us?	Is painting on a computer better than painting on paper?	Is it better to write with a pencil or keyboard?	How can we command a robot?	How can we present information?	How can we use blocks to code?
Online Safety	To agree and follow sensible online safety rules  To tell an adult when I see something unexpected or worrying online	To understand how to keep my password private.	To give examples of what personal information is (names, address, date of birth and school information). (RHE)	To talk about why it is important to be kind and polite	To recognise an age appropriate website	To talk about friends who are online and in the real world
Key Vocabulary	technology, laptop, track pad, computer, mouse, keyboard, screen, double-click, typing,  online safety, rules, trusted adult, unexpected, worrying	paint program, tools, paintbrush, erase, fill, undo, line tool, fill tool, undo too, shape tool, brush size  password, private	word processor, keyboard, keys, letters, type, space, backspace, text cursor, capital letters, tool bar, bold, italic, underline, mouse, select, font, format, redo  personal information, age, address, name, school address	forwards, backwards, turn, clear, go, commands, directions, instructions, algorithms, decomposition, tinkering, left, right, plan, route, program, debug,  kind and polite, online	object, label, group, search, image, image, property, size, colour, value, data set, shape, more, less, most, fewest  age appropriate, website	ScratchJr, Beebot, command, sprite, compare, programming, programming area, block, joining, command, start block, run, program, background, delete, reset, algorithm, predict, effect, change, value, instructions, sprite, delete, appropriate  online, real world, friendship

<p><b>National Curriculum</b></p>	<p>Pupils should be able to:          -recognise common uses of information technology beyond school          -use technology purposefully to create, organise, store, manipulate and retrieve digital content          -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.</p>	<p>Pupils should be able to:          -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.          -recognise common uses of information technology beyond school          -use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Pupils should be able to:          -use technology purposefully to create, organise, store, manipulate and retrieve digital content          -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.</p>	<p>Pupils Should be able to:          -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.          -understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions          -create and debug simple program          -use logical reasoning to predict the behaviour of simple programs</p>	<p>Pupils should be able to:          -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.          -recognise common uses of information technology beyond school          -use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Pupils should be able to:          -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.          -recognise common uses of information technology beyond school          -understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions          -create and debug simple program          -use logical reasoning to predict the behaviour of simple programs</p>
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Year 3: 2022 – 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	Stone: How do we know what happened in the Stone Age?	Bronze and Iron: How did they change lives?	Tremors: Why do some earthquakes cause more damage than others?	Gods and Mortals: What was the ancient Greek's greatest achievement?	Predator: Which animal is the ultimate predator and why?	Urban Pioneers: Is graffiti art of vandalism? Why?
Computing	Computing Systems and Networks  Connecting Computers	Creating Media  Animation	Programming A  Sequencing sounds	Data and Information  Branching Databases	Creating Media  Desktop Publishing	Programming B  Events and actions
Computing Big Question	How are computers connected?	What is an animation?	How can we use commands to produce an outcome?	How can we use technology to help identify things?	How can we present information on a computer?	How can we code a computer to draw?
Online Safety	To talk about what makes a secure password and why they are important.  To protect my personal information (Full name, age, school and address) when I do different things online.	To make good choices about how long I spend online. Once upon a time online	To use the safety features of websites and games which are appropriate for my age.  To understand why I should ask an adult before downloading files and games online.	To post positive comments online.  To know that images should not be shared without the permission of the owner.	To talk about why someone may behave differently online, including pretending to be someone they are not.	To understand what in-app purchasing means and to discuss ways to control in-app purchases.  Digi-duck
Key Vocabulary	Digital device, input, process, output, program, digital, non-digital, connection, network, network switch, server, wireless access point, network cables, network sockets  password, secure, protect, personal information	Animation, flip book, frame, sequence, image, photograph, setting, character, events, stop-frame, animation, onion skinning, consistency, evaluation, delete, media, import, transition	Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, turn, point in direction, go to, glide, sequence, event, task, design, code, run the code, note, chord, tinkering, design, algorithm, bug, debug	Attribute, value, question, table, object, branching database, database, questions, objects, equal, even, separate, structure, compare, order, organise, selecting, information, decision tree  comments, online, digital footprint,	Text, images, advantages, disadvantages, communicate, font, font style, template, orientation, landscape, portrait, placeholder, layout, content, desktop publishing, copy, paste, desktop publishing, benefits	Motion, event, sprite, algorithm, logic, move, resize, extension block, pen up, set up, design, event, action, tinkering, debugging, errors, setup, design, code, setup, test  in-app purchasing, control, restrictions, permission

		<b>screen time, online, wellbeing, digital 5 a day</b>	<b>safety, age restrictions, download, risks, online</b>	<b>images, permission, copyright</b>	<b>online</b>	
<b>National Curriculum</b>	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Year 4: 2022 - 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project title	Ruthless Romans: How did the arrival of the Romans change Britain?	Road Trip USA: What could I see out of my window?	Anglo-Saxons: Who were the Anglo-Saxons and how do we know what was important to them?	Raging River: What is river?	Seen and not heard (Victorians and Queen Victoria): Who held the power in Victorian society?	Bottoms, burps and bile: What do our bodies do with the food we eat?
Computing	Creating Media Audio Production	Computing Systems and Networks The Internet	Programming A Repetition in Shapes	Data and Information Data Logging	Creating Media Photo Editing	Programming B Repetition in Games
Computing Big Question	How can we use inputs and outputs to create a podcast?	What is the World Wide Web?	How can we use a text-based language?	Are data loggers better than human recordings?	What makes an effective photo?	What is more useful a count-controlled loop or an infinite loop?
Online Safety	To choose a secure password when I am using the internet.  To talk about the ways to protect myself and my friends from harm online.	To understand and use the safety features of websites as well as reporting concerns to an adult.  To know that anything I post online can be seen by others.	To choose websites and games that are appropriate for my age.  To help friends make good decisions about the time they spend online.	To talk about why I need to ask a trusted adult before making in-app purchases.	To know how media can influence my decisions.  To recognise sources of persuasion in media.	To know what is appropriate in online relationships.  To comment positively and respectfully online.
Key Vocabulary	audio, microphone, speaker, headphone, input, device, output device, sound, podcast, edit, trim, align, layer, import, record, playback, edit, selection, load, import, save, export, mp3, evaluate, feedback  secure password, internet, online safety, protect, harm, online	Internet, network, router, network security, network switch, server, wireless access point (WAP), website, web page, web address, web browser, world wide web (www), content, links, files, use, download, sharing, ownership, permission, information, accurate, honest, content, adverts	program, turtle, commands, code snippet, algorithm, design, debug, logo, pattern, repeat, repetition, count-controlled loop, algorithm, value, repetition, trace, value, decompose, procedure,  websites, games, appropriate, age	Data, table, layout, input device, sensor, data logger, data point, interval, data set, import, export, logged, collection, analyse, review, conclusion  trusted adult, downloading files, viruses, games, internet, in-app purchases, app, risk	Image, edit, digital, crop, rotate, undo, save, adjustments, effects, colours, hue, saturation, sepia, vignette, retouch, clone, select, copy, paste, combine, made up, real, composite, cut, alter, background, foreground, rotate, crop, zoom, undo, font	Scratch, programming, sprite, blocks, code, loop, repeat, value, forever, infinite-loop, count-controlled loop, costume, repetition, animate, costume, event block, duplicate, modify, design, algorithm, duplicate, debug, refine, evaluate  online relationships, respect, healthy,

		<b>safety features, website, reporting, report button, block, concerns, trusted adult, post, online, digital footprint</b>	<b>restrictions, decision, online , digital 5-a-day</b>		<b>media, influence, decisions, judgement, persuasion, mis-information, sponsored, check, adverts</b>	<b>unhealthy, online behaviours, comment, respect, online</b>
<b>National Curriculum</b>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>-understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> </ul>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part</li> <li>- use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part</li> <li>- use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>

**Year 5: 2022 - 2023**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Project Title</b>	Vikings and Anglo-Saxons: How should we remember the Vikings?	Pharaoh: How can we know so much about the ancient Egyptians as they lived so long ago?	Scream Machine: What is needed to make a spine-tingling ride?	Stargazer: Could humans live on another planet?	Misty Mountain: Mountains: Natural wonders or danger zones?	Allotment: Can you grow a sandwich?
<b>Computing</b>	Computing Systems and Networks  Systems and Searching	Creating Media  Vector Drawing Design enquiry type icons for use in science lessons from January	Programming A  Selection in Physical Computing	Creating Media  Video Editing	Programming B  Selection in quizzes	Data and Information  Flat-file Databases
<b>Computing Big Question</b>	How is information shared?	How can we use vector drawings for a purpose?	Can we program a fairground ride?	How can we make a video more effective through editing?	How do conditions help us in programming?	Can data bases save us time?
<b>Online Safety</b>	To know the importance of keeping personal information private, how to manage requests for personal information or images of myself or others online.  To talk about the importance of protecting personal information, including passwords, addresses and images.	To explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult.  To know that anything I post online can be seen, used and may affect others.	To talk about the dangers of spending too long online or playing a game.  To describe ways of identifying when online content has been commercially sponsored or boosted..	o explain what app permissions are and I can give some examples. To explain why I need to protect my computer or device from harm.  To assess and justify when it is acceptable to use the work of others.	To describe how fake news may affect someone's emotions and behaviour, and explain why this is harmful.  To recognise sources of persuasion including the media.	To know the difference between 'knowing' someone online and 'knowing' someone face-to-face and the associated risks.  To talk about the impact of online bullying and to recognise if/when I feel unsafe or uncomfortable within a friendship online.
<b>Key Vocabulary</b>	system, connection, digital, input, process, output, search engine, refine, index, crawler, bot, search engine, ordering, ranking, links, algorithm, search	Vector, drawing tools, object, toolbar, move, resize, colour, rotate, duplicate, copy, zoom, select, align, resize, modify, layers, order, paste, group, ungroup,	microcontroller, components, connection, infinite loop, output component, moto, repetition, count-controlled loops,	Video, audio. Camera, talking head, panning, close up, video camera, microphone, lens, mid range, long shot, moving subject, side by side, high angle, low	selection, condition, true, false, count-controlled loop, outcomes, conditional statement, algorithm, program, debug, decompose, tinker,	Database, data, information, record, field, sort, order, group, search, value, criteria, graph, chart, axis, compare, filter, presentation

	<p><b>engine optimisation (SEO), searching, web crawler, content creator, selection</b></p> <p><b>personal information, private, manage, images, protecting, passwords, addresses.</b></p>	<p><b>duplicate, object, vector drawing, reuse, reflection, vector drawing</b></p> <p><b>protect, reporting, block, concerns, trusted adult, post, online, affect others, digital footprint.</b></p>	<p><b>crumble controller, switch, LED, Sparkle, crocodile clips, connect, battery box, program, condition, input, output, selection, action, repetition, debug, tinkering, decompose</b></p> <p><b>dangers, online, screen time, game, age appropriate, age restrictions, website, digital 5-a-day, media, media balance, media choices,</b></p>	<p><b>angle, normal angle, static camera, zoom, pan, tilt, storyboard, storyboard, filming, review, import, split, trim, clip, edit, reshoot, delete, trim, reorder, export, evaluate, share</b></p> <p><b>app, app permission, responsibility, justify, acceptable use, content, copyright</b></p>	<p><b>question, answer, task, design, input, implement, test, run, design, setup.</b></p> <p><b>fake news, emotions, behaviour, hoax, sources of persuasion, media.</b></p>	<p><b>‘knowing’, online, face-to-face, associated risks, impact, online bullying, unsafe, uncomfortable , friendship.</b></p>
<b>National Curriculum</b>	<p>Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>	<p>Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>

Year 6: 2022 - 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Battle of Barnet: What happened in Barnet in 1471? Britain at War: What was life like during World War 2?	Britain at War: Why was winning the Battle of Britain in 1940 so important?	Frozen Kingdoms: Antarctica: everlasting winter wonderland or treacherous terrain?	Hola Mexico: Why did the ancient Maya change their way of life?	Breathing Spaces: Who are Britain's National Parks for?	Gallery Rebels: What makes art rebellious?
Computing	Computing systems and Networks  Communication	Programming A  Variables in Games	Data and Information  Spreadsheets	Creating Media  3D Modelling	Programming B  Sensing	Creating Media  Webpage Creation
Computing Big Questions	What is the best type of communication?	How can variables enhance my games?	How can spreadsheets make event planning easier?	How can computers help us when designing?	Can we make our games better?	Who owns my content? Can I use it?
Online Safety	To know the benefits of rationing my time spent online and the impact of the positive and negative content online on my own and other's mental and physical health and wellbeing.  To recognise things that are appropriate to share and things that should not be shared on social media and rules around distributing images.	To identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.  To explain the consequences to myself and others of not communicating kindly and respectfully.	To describe effective ways people can manage their passwords and explain what to do if a password is shared, lost or stolen.  To know why social media and some online games are age restricted.	To identify the benefits and risks of devices broadcasting the user's location and giving personal information to organisations.	To know some risks associated with money, including different ways money can be won or lost through gambling related activities (online) and the impact of this on health, wellbeing and future aspirations.	To know about the mixed messages in the media about drugs, including alcohol and smoking.  To say how texts and images in the media and on social media can be manipulated or invented and some strategies to evaluate the reliability of sources and identify misinformation.
Key Vocabulary	Communication, protocol, data, address, Internet Protocol (IP) address,	variable, change, name, value, set, design, event, algorithm, code, decompose, tinker, debug,	Data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula,	2D, 3D, shapes, select, move, perspective, view, handles, resize, lift, lower, recolour, rotate, duplicate, group,	Micro:bit, MakeCode, input, process, output, flashing, USB, trace, selection, condition, if then else,	Website, web page, browser, media, Hypertext Markup Language (HTML), logo, layout, header, media, purpose,

	<p><b>Domain Name Server (DNS), packet, header. Data payload, chat, explore, side deck, reuse. Remix, collaboration, public, private, one-way, two-way, one-to-one, one-to-many</b></p> <p><b>benefits, rationing time, online, impact, positive, negative, content, mental and physical health, wellbeing, appropriate, share, social media, age restrictions, rules, distribution, images.</b></p>	<p><b>task, artwork, program, project, test, improve, evaluate, share</b></p> <p><b>gender, race, religion, disability, culture, challenge, reject, appropriate representations, online, choices online, consequences, communication, kind, respectful.</b></p>	<p><b>calculation, data, input, output, operation, duplicate, sigma, propose, data set, organised, chart, evaluate, results, comparison, questions, software, tools</b></p> <p><b>security, password, privacy, manage, shared, lost, stolen, social media, online games, age restrictions,</b></p>	<p><b>cylinder, placeholder, hollow, choose, combine, construct, evaluate, modify</b></p> <p><b>identify, benefits, risks, devices, broadcast, location, personal information, organisations</b></p>	<p><b>variable, random, sensing, accelerometer, value, compass, direction, navigation, design, task, algorithm, step counter, plan, create, code, test, debug</b></p> <p><b>risks, money, gambling, online, health, wellbeing, future aspirations</b></p>	<p><b>copyright, fair use, home page, preview, evaluate, google sites, breadcrumb trail, navigation, hyperlink, subpage, evaluate, implication, external link, embed</b></p> <p><b>mixed messages, media, drugs, alcohol, smoking, texts, images, social media, media, manipulated, strategies, evaluate, reliability, sources, misinformation.</b></p>
<p><b>National Curriculum</b></p>	<p>Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>	<p>Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect</p>	<p>Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct</p>	<p>Pupils should be able to: -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>

		and correct errors in algorithms and programs			errors in algorithms and programs	
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