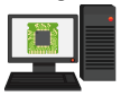
# Computing Curriculum

# Computing Overview

| | Autumn Term | | Spring Term | | Summer Term | |
|---|---|---|---|---|---|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | Internet safety  | Grouping and sorting  | Pictograms  Coding  | Animation story books  | Lego builders  Maze explorers  | Spreadsheets  Technology outside school  |
| Year 2 | Spreadsheets  Online Safety  | Questioning  | Creating Pictures  | Making Music  | Coding  | Effective Searching  Presenting Ideas  |
| Year 3 | Coding  | Spreadsheets  Online safety  | Typing  | E-mail  | Branching Databases  | Simulations  Graphing  |
| Year 4 | Coding  | Online Safety  Spreadsheets  | Writing for Different Audiences  | Logo  | Animation  | Effective Searching  Hardware Investigators  |
| Year 5 | Coding  Online Safety  | Databases  | Concept Maps  | Spreadsheets  | Game Creator  | 3D Modelling  |
| Year 6 | Coding  Online Safety  | Spreadsheets  | Blogging  | Text Adventures  | Networks  | Quizzing  |

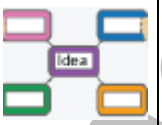
# Year 1

| | Autumn Term | | Spring Term | | Summer Term | |
|---|---|---|---|---|---|---|
| | **Internet safety**  | **Grouping and sorting**  | **Pictograms**  **Coding**  | **Animation story books**  | **Lego builders**  **Maze explorers**  | **Spreadsheets**  **Technology outside school**  |
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Key Questions** | **What is a password and why should we keep them safe? Where is my work stored?** | **In what ways can we sort objects?** | **What is coding?**<br><br>**How can you make characters move in a program?** | **What is an animated story?** | **What is an instruction? Why do we need to debug code?** | **What does a spreadsheet look like? What is technology and how does it make our lives easier?** |
| **Key skills** | 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. | Use technology purposefully to create, organise, store, manipulate and retrieve digital content | Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.<br>Create and debug simple programs<br>Use logical reasoning to predict the behaviour of simple programs<br>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.<br>Use logical reasoning to predict the behaviour of simple programs | Use technology purposefully to create, organise, store, manipulate and retrieve digital content<br><br>Recognise common uses of information technology beyond school |
| **Key learning** | Log in safely.<br>Learn how to find saved work<br>To start to add pictures and text to work.<br>Learn how to open, save and print.<br>Understand the importance of logging out. | To sort items using a range of criteria.<br>To sort items on the computer | Understand that data can be represented in picture format.<br>Contribute to a class pictogram.<br>Use a pictogram to record the results of an experiment.<br><br>Understand what coding means.<br>Use design mode to set up a scene.<br>Add characters.<br>Use code blocks to make the character perform actions.<br>Use collision detection.<br>Save and share work.<br>To know the save, print, open and new icon. | To introduce e-books.<br>Add animation to a story.<br>Add sound to a story, including voice recording and music the children have composed.<br>Work on a more complex story, including adding backgrounds and copying and pasting pages.<br>Share e-books on a class display board. | Follow and create simple instructions on the computer.<br>Consider how the order of instructions affects the result.<br><br>Understand the functionality of the direction keys.<br>Understand how to create and debug a set of instructions (algorithm).<br>Use the additional direction keys as part of an algorithm.<br>Understand how to change and extend the algorithm list.<br>Create a longer algorithm for an activity. | To know what a spreadsheet program looks like.<br>How to enter data into spreadsheet cells.<br>Add clipart to cells.<br>To use 2Calculate control tools: lock, move cell, speak and count.<br><br>To walk around the local community and find examples of where technology is used.<br>To record examples of technology outside school. |
| **Key Vocabulary** | Log in, username, password, my work, log out, save | Sort, criteria | Pictogram, data, collate<br><br>Action, background, button, character, coding, coder, command, input, output, program, | Animation, e-book, font, file, sound effect | Instruction, algorithm, computer, program, debug<br><br>Direction, challenge, arrow, undo, rewind, forward, backwards, right turn, left turn. | Arrow keys, backspace, cursor, column, cell, clipart, delete, tool, spreadsheet<br><br>Technology |

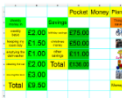
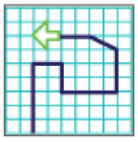
# Year 2

| | Autumn Term | | Spring Term | | Summer Term | |
|---|---|---|---|---|---|---|
| | **Spreadsheets**  **Online Safety**  | **Questioning**  | **Creating Pictures**  | **Making Music**  | **Coding**  | **Effective Searching**  **Presenting Ideas**  |
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Key Questions** | **How could a spreadsheet help when you are planning shopping? What is an email? What is meant by digital footprint/tattoo?** | **How does a pictogram show information? How can a database help organise information?** | **What are the main features of impressionism, pointillism and surrealism?** | **What is meant by digital music? How can I change how my music sounds?** | **What is an algorithm? Why is it useful in coding?** | **How can I search the internet? What do we need to think about when planning a presentation?** |
| **Key skills** | Use logical reasoning to predict the behaviour of simple programs. | Use technology purposefully to create, organise, store, manipulate and retrieve digital content | Use technology purposefully to create, organise, store, manipulate and retrieve digital content | Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise instructions. Use technology purposefully to create, organise, store, manipulate and retrieve digital content | Create and debug simple programs. -Use logical reasoning to predict the behaviour of simple programs. | Use logical reasoning to predict the behaviour of simple programs. Create and debug simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. |
| | **Online safety key skills** Recognise common uses of information technology beyond school. 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. 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. | | | | | |
| **Key learning** | Learn how to copy and paste. Use the totalling tools. Use a spreadsheet for money calculations. Use the equals tool to check calculations. Collect data and produce a graph. To know how use the search tool. Use digital technology to share work. Have some knowledge and understanding about sharing more globally on the Internet. Introduce Email as a communication tool. Understand how we should talk to others in an online situation. Open and send simple online communications. Understand that information put online leaves a digital footprint. Identify the steps that can be taken to keep personal data secure. | Learn about data handling tools that can give more information than pictograms. Use yes/no questions to separate information. Construct a binary tree to identify items. Use 2Question (a binary tree database) to answer questions. Use a database to answer more complex search questions. Use the Search tool to find information | Learn the functions of the 2Paint a Picture tool. Learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). Recreate Pointillist art and look at the work of pointillist artists such as Seurat. Learn about the work of Piet Mondrian and recreate the style using the lines template. Learn about the work of William Morris and recreate the style using the patterns template. | Make music digitally using 2Sequence. Explore, edit and combine sounds. Edit and refine composed music. Think about how music can be used to express feelings and create tunes which depict feelings. Upload a sound from a bank of sounds into the sounds section. Record and upload environmental sounds into Purple Mash. Use these sounds to create tunes in 2Sequence. | Understand what an algorithm is. Design algorithms and then code them. Compare different object types. Use the repeat command. Use the timer command. Know what debugging is and debug programs. | Understand the terminology associated with searching. Gain a better understanding of searching on the Internet. Create a leaflet to help someone search for information on the Internet. Explore how a story can be presented in different ways. Make a quiz about a story or class topic. Make a fact file on a non-fiction topic. Make a presentation to the class. |
| **Key Vocabulary** | Backspace, copy, paste, column, cell, count tool, delete key, equals tool, lock tool, move cell, rows Search, internet, safety, sharing, email, attachment, digital footprint/tattoo | Pictogram, question, data, collate, database | Impressionism, palette, pointillism, share, surrealism, template | BPM (beats per minutes), composition, digitally, instrument, music, sound effects, soundtrack, tempo, volume | Action, algorithm, bug, design, input, command, debug, , output, object, repeat properties, , scale, time, when clicked | Internet, search, search engine Concept map, node, animated, quiz, non-fiction, presentation, narrative, audience. |

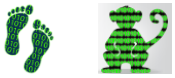
# Year 3

| | Autumn Term | | Spring Term | | Summer Term | |
|---|---|---|---|---|---|---|
| | **Coding**  | **Spreadsheets**  **Online safety**  | **Typing**  | **E-mail**  | **Branching Databases**  | **Simulations**  **Graphing**  |
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Key Questions** | **What does selection mean in coding? How can you use a variable in coding?** | **Why should we keep passwords safe? How would you collect data and what sort of graph would you create?** | **Why should I type certain keys with certain fingers?** | **What is email? What information can I send in an email?** | **What is a database? What is meant by data? What is a branching database?** | **What is a computer simulation? What is a graph? What are the frame lines on a graph called? What different kind of graphs are there?** |
| **Key skills** | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br><br>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. | Use sequence, selection and repetition in programs; work with variables and various forms of input and output.<br>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. | Select, use and combine a variety of software on a range of digital devices. | 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. | 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. | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br>Select, use and combine a variety of software 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. |
| | **Online safety**<br>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | | | | |
| **Key learning** | Design algorithms using flowcharts.<br>Design an algorithm that represents a physical system and code this representation.<br>Use selection in coding with the 'if' command.<br>Understand and use variables in 2Code.<br>Deepen understanding of the different between timers and repeat commands. | Use the symbols more than, less than and equal to, to compare values.<br>Collect data and produce a variety of graphs.<br>Learn about cell references<br>Know what makes a safe password and how to keep them safe.<br>Understand how the Internet can be used in effective communication.<br>Understand how a blog can be used to communicate with a wider audience.<br>Consider the truth of the content of websites.<br>Learn about the meaning of age restrictions on digital media and devices. | Introduce typing terminology.<br>Understand the correct way to sit at a keyboard.<br>Learn how to use the home, top and bottom row keys.<br>Practice typing with the left and right hand. | Think about different methods of communication.<br>Open and respond to an email using an address book.<br>Learn how to use email safely.<br>Add an attachment to an email.<br>Explore a simulated email scenario. | Sort objects using just 'yes' or 'no' questions.<br>Complete a branching database.<br>Create a branching database of the children's choice | Consider what simulations are.<br>Explore a simulation.<br>Analyse and evaluate a simulation.<br>Enter data into a graph and answer questions.<br>Solve an investigation and present the results in graphic form. |
| **Key Vocabulary** | Action, algorithm, bug, design, input, command, control, debug, event, if, output, object, repeat properties, , scale, time, when clicked, variable. | Password, internet, blog, concept map, username, website webpage, spoof website, PEGI rating copy, paste, column, cells, delete key, equals tool, rows, move cell | Posture, top row keys, home row keys, bottom row keys, space bar | Communication, email, compose, send, report, attachment, address book, save to draft, password, cc, formatting. | Branching database, data, database, question | Simulation<br>Graph, field, data, bar chart, block graph, line graph |

# Year 4

| | Autumn Term | | Spring Term | | Summer Term | |
|---|---|---|---|---|---|---|
| | **Coding**  | **Online Safety**  **Spreadsheets**  | **Writing for Different Audiences**  | **Logo**  | **Animation**  | **Effective Searching**  **Hardware Investigators**  |
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Key Questions** | **How can variables be useful when coding? What do the terms decomposition and abstraction mean?** | **What is meant by a digital footprint? What is SPAM? What is meant by plagiarism?** | **Why should I change the font when I am writing?** | **What is Logo?** | **What is an animation? What is onion skinning?** | **What is a search engine? What is the difference between hardware and software?** |
| **Key skills** | 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 | Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.<br><br>Use sequence, selection and repetition in programs; work with variables and various forms of input and output | Select, use and combine a variety of software 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. | Design, write and debug programs. Solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and forms of input and output | Select, use and combine a variety of software 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. | Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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 |
| **Key learning** | Use selection in coding with the 'if/else' command. Understand and use variables Use flowcharts for design of algorithms including selection. Use the 'repeat until' with variables to determine the repeat. Learn about and use computational thinking terms decomposition and abstraction | Formatting cells as currency, percentage, decimal to different decimal places or fraction. Using the formula wizard to calculate averages. Combining tools to make spreadsheet activities such as timed times tables tests. Using a spreadsheet to model a real-life situation. To add a formula to a cell to automatically make a calculation in that cell | Explore how font size and style can affect the impact of a text. Use a simulated scenario to produce a news report. Use a simulated scenario to write for a community campaign. | Learn the structure of the coding language of Logo. To input simple instructions in Logo. Use 2Logo to create letter shapes. Use the repeat function in Logo to create shapes. Use and build procedures in Logo. | Discuss what makes a good animated film or cartoon. Learn how animations are created. Learn about onion skinning in animation. Add backgrounds and sounds to animations. Introduce 'stop motion' animation. Share their animations. | Locate information on the search results page. Use search effectively to find out information. Assess whether an information source is true and reliable<br><br>Understand the different parts that make up a computer. Recall the different parts that make up a computer. |
| | **Online Safety** Understand how they can protect themselves online and understand that information put online leaves a digital footprint. Identify the risks and benefits of installing software including apps. Understand that copying the work of others and presenting it as their own is called 'plagiarism' and understand the consequences of plagiarism. Identify the positive and negative influences of technology on health and the environment. Understand the importance of balancing game and screen time with other parts of their lives. | | | | | |
| **Key Vocabulary** | Action, alert, algorithm, bug, design, input, command, control, debug, event, if, output, object, repeat properties, , scale, simulation, timer, when clicked, variable. | Average, advance mode, copy and paste, columns, cells, charts, equals tool, formula, wizard, move cell, random tool, rows, spin tool, spreadsheets, timer<br><br>Computer virus, cookies, copyright, digital footprint, email, identity theft, malware, phishing, plagiarism, spam | Font, bold, italic, underline | Logo, repeat, forward, backward, left turn, right turn, degrees, pen up, pen down. | Animation, flipcharts, frame, onion skinning, background, play, sound, stop motion, video clip | Internet, internet browser, search, search engine, spoof website<br><br>Motherboard, CPU, RAM, graphics card, network card, monitor, speakers, keyboard, mouse |

# Year 5

| | Autumn Term | | Spring Term | | Summer Term | |
|---|---|---|---|---|---|---|
| | **Coding**<br>**Online Safety**  | **Databases**  | **Spreadsheets**  | **Game Creator**  | **3D Modelling**  | **Concept Maps**  |
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Key Questions** | **How would use variables to make a timer countdown and a score pad for a game? What does simulating a physical system mean?** | **In what ways can I sort information in a database? Why is the collaborative feature important?** | **How would you add a formula so that the cell shows the product of two other cells.** | **What makes a good computer game? Why is it important to continually evaluate your game?** | **How can objects designed be turned into 3D objects? How is CAD software used in industry?** | **What is a concept map? How is information presented on a concept map? How can it help share ideas?** |
| **Key skills** | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.<br>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.<br>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. | 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. | 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. | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.<br>Select, use and combine a variety of software 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. | Select, use and combine a variety of software 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. | 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. |
| | **Online safety**<br>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.<br>To gain a greater understanding of the impact that sharing digital content can have. Know how to maintain secure passwords. Understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. Be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. Learn about how to reference sources in their work<br>To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. | | | | | |
| **Key learning** | Represent a program design and algorithm.<br>Create a program that simulates a physical system using decomposition.<br>Explore string and text variable types so that the most appropriate can be used in programs.<br>Use the launch command<br>Program a playable game with timers and score pad. | Learn how to search for information in a database.<br>Contribute to a class database.<br>Create a database around a chosen topic. | Use the formula wizard to add a formula to a cell to automatically make a calculation.<br>Copy and paste.<br>Test a hypothesis.<br>Add a formula to a cell to automatically make a calculation in that cell.<br>Use a spreadsheet to model a real-life situation and answer questions. | Set the scene.<br>Create the game environment.<br>Create the game quest.<br>Finish and share the game.<br>Evaluate their and peers' games. | To be introduced to 2Design and Make and the skills of computer aided design.<br>Explore the effect of moving points when designing.<br>Understand designing for a purpose.<br>Understand printing and making. | Understand the need for visual representation when generating and discussing complex ideas.<br>Use the correct vocabulary when creating a concept map.<br>Create a concept map.<br>Understand how a concept map can be used.<br>Create a collaborative concept map and present this to an audience. |
| **Key Vocabulary** | Action, alert, algorithm, action, bug, code design, command, control, debug, design mode, event, get input, if, input, output, object, repeat, sequence, selection, simulation, timer, variable | Avatar, binary tree, charts, collaborative, data, database, find, record, sort, group, arrange, statistics, reports, table | Average, timer advance mode, copy, paste, columns, cells, charts, equals tool, formula, formula wizard, move cell tool, random tool, rows, spin tool, spreadsheets, | Animation, computer game, customise, evaluation, image, instructions, interactive, screenshot, texture, perspective, playability | Computer aided design, modelling, 3D, viewpoint, polygon, 2D, net, 3D printing, points, template | Audience, collaboratively, concept, concept map, connection, idea, node, thought, visual |

# Year 6

| | Autumn Term | | Spring Term | | Summer Term | |
|---|---|---|---|---|---|---|
| | **Coding Online Safety**  | **Spreadsheets**  | **Blogging**  | **Text Adventures**  | **Networks**  | **Quizzing**  |
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Key Questions** | **What is a function in coding? How can a program receiver user input? Why do I need to be aware of the dangers of being online?** | **What is a computational model and what can it be used for? How would you add a formula so the cell shows the total of column of cells?** | **What is a blog? What can a blog be about? How are the audience involved in a blog?** | **What is a text based adventure? Why is important to plan a text based adventure?** | **What is the difference between the internet and the world wide web? What is the difference between a LAN and a WAN?** | **What factors do you need to consider when creating a quiz? What are the different types of questions?** |
| **Key skills** | Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.<br>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.<br>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors. | Use sequence, selection and repetition in programs; work with variables and various forms of input and output. | 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. | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. | Select, use and combine a variety of software 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. | Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs |
| **Key learning** | Use the program design process, including flowcharts, to develop algorithms for more complex programs using and understanding of abstraction and decomposition to define the important aspects of the program.<br>Code, test and debug from these designs.<br>Use functions and tabs to improve the quality of the code.<br>To code user interactivity using input functions | Use a spreadsheet to investigate the probability of the results of throwing many dice.<br>Using the formula wizard to add a formula to a cell to automatically make a calculation in that cell.<br>Create graphs showing the data collected.<br>Type in a formula for a cell to automatically make a calculation.<br>Using a spreadsheet to create computational models and answer questions. | Identify the purpose of writing a blog and its key features.<br>Plan and write a blog.<br>Consider the effect upon the audience of changing the visual properties of the blog.<br>Understand the importance of regularly updating the content of a blog.<br>Understand how to contribute to an existing blog.<br>Understand how and why blog posts are approved by the teacher. | Find out what a text adventure is.<br>Plan a story adventure.<br>Make a story-based adventure.<br>Introduce map-based text adventures.<br>Code a map-based text adventure. | To learn about what the Internet consists of.<br>To find out what a LAN and a WAN are.<br>To find out how the Internet is accessed in school.<br>To research and find out about the age of the Internet.<br>To think about what the future might hold. | To create a picture-based quiz for young children.<br>To learn how to use the question types within 2Quiz.<br>To explore the grammar quizzes.<br>To make a quiz that requires the player to search a database. |
| | **Online safety**<br>Identify benefits and risks of mobile devices broadcasting the location of the user/device. Identify secure sites by looking for privacy seals of approval. Identify the benefits and risks of giving personal information. To review the meaning of a digital footprint. To have a clear idea of appropriate online behaviour. To begin to understand how information online can persist. Understand the importance of balancing game and screen time with other parts of their lives. Identify the positive and negative influences of technology on health and the environment | | | | | |
| **Key Vocabulary** | Action, alert, algorithm, bug, code design, command, control, debug, event, get input, if, input, output, object, repeat, sequence, selection, simulation, timer, variable, digital footprint, password, PEGI rating, phishing, screen time, spoof website | Average, timer advance mode, copy, paste, columns, cells, charts, equals tool, formula, formula wizard, move cell tool, random tool, rows, spin tool, spreadsheets, | Audience, blog, blog page, blog post, collaborative, icon | Text based adventure, concept map, debug, sprite, function | Internet, world wide web, network, local area network, wide area network, router, network cables, wireless | Audience, collaboration, concept map, database, quiz, sequencing, sorting, text-based, multiple choice, labelling |