Computing Progression of Learning Map

Associated Computing Vocab Progressed in BOLD BLUE

EYFS
(Understanding the World, Development Matters 2021)

	Autumn		Spring	Summer	
	1 Computer Science	**2 Digital Media**	**Online Safety (Safer Internet Week)**	**1 Technology around us**	**2 Data Handling**
Nursery	Explore technology Repeat an action with technology to trigger a specific outcome Follow simple instructions to control a digital device Possible Activities incorporating these objectives: Activity 1 - Explore toys that simulate control devices Activity 2 - Introduce sequence instructions **VOCAB:** **Equipment** **Buttons** **Movement**	Use technology to explore digital content Operate a digital device with support to fulfil a task Create simple digital content e.g. digital art Possible Activities incorporating these objectives: Activity 1 - Explore effects in art software Activity 2 - Take photographs Activity 3 - Create a simple animation **VOCAB:** **Screen** **Mouse** **Images** **Keyboard** **Paint**	Recognise the internet can be used to communicate with others in a variety of ways Identify ways information can be put on the internet Identify rules that help keep them safe and healthy in and beyond the home when using technology. Use the internet with adult support and know what not to share with others online Links and activities to support Digital Safety: Digiduck Smartie the penguin Jessie & Friends Think U Know Home Pack 1&2 Think U Know Reward Chart Hectors World Digital Citizenship Kids Activities and films **VOCAB:** **Choices** **Internet** **Website**	Recognise and use different digital devices Understand that you can access content on a digital device Recognise the basic parts of a computer, e.g. mouse, screen, keyboard Recognise key parts of a keyboard, e.g. spacebar, numbers, letters Possible Activities incorporating these objectives: Activity 1: Explore parts of the computer	Able to sort objects into 1 or more categories Collect simple data on a topic e.g. likes/dislikes Possible Activities incorporating these objectives: Activity 1 - Sort, classify, group objects Activity 2 - Sort and sequence objects
Reception	Input a short sequence of instructions to control a device Can order the steps of a known task Recognise the success or failure of an action Try alternative approaches to achieve a goal Understand that we control computers	Choose a digital device from a selection to complete a specific task Choose media to convey information, e.g. image for a poster Access and playback captured digital content	Describe how some people can be unkind and what makes someone a good friend Identify how devices connected to the internet can be used to find things out and give examples eg. voice activated Smart Speakers Know that information can be private or public and they can identify examples of personal information e.g. name, age	Use a simple password when logging on, where relevant Add text to a document using the keyboard (where appropriate) Use a mouse, touchscreen or appropriate access device	Able to answer basic questions about information displayed in images e.g. more or less Able to present simple data using images e.g. number of animals, shapes

		Recognise patterns in groups of objects Possible Activities incorporating these objectives: Activity 3 - Control objects on a touchscreen Activity 4 - Explore a website Activity 5 - Control a programmable toy **VOCAB:** **Equipment** **Buttons** **Movement**	Possible Activities incorporating these objectives: Activity 1 – Create an avatar using apps Activity 2 - Create an animation **VOCAB:** **Screen** **Mouse** **Images** **Keyboard** **Paint**	Use the internet to find a picture Recognise inappropriate content and know to tell an appropriate trusted adult They can name their work so others know it belongs to them Links and activities to support Digital Safety: Digiduck Smartie the penguin Jessie & Friends Think U Know Home Pack 1&2 Think U Know Reward Chart Hectors World Digital Citizenship Kids Activities and films **VOCAB:** **Choices** **Internet** **Website**	to target and select options on screen Understand you can access the same content on different devices Understand that information and media can be stored on a digital device, e.g. they ask to view a photo that has been taken on a tablet Possible Activities incorporating these objectives: Activity 1 - Tech around us Activity 1 – Computers around us	Possible Activities incorporating these objectives: Activity 1 – Produce Pictograms
KS1	**Year 1**	Know that people interact with computers Understand that computers need precise instructions Understand that programs run by following precise instructions Can run check and change programs Understand what an algorithm is and is able to represent algorithms using symbols Begins to develop care and precision to avoid errors with algorithms Know that computers have no intelligence and that computers can do nothing unless a program is run Know that all software executed on digital devices is programmed Know that digital content can be represented in many forms	Explore the keyboard to write and add text on a computer and remove text by using backspace Make changes to text and explain why you chose the tools you use Compare writing on a computer and writing on paper and can say which you prefer Know how to create digital content using the tools within a simple art or writing package Begin to select basic options to change the appearance of digital content	Identify rules to keep safe and healthy when using technology in and beyond the home Give examples of rules to keep safe and healthy when using technology in and beyond the home Discuss what are the benefits from the rules to keep safe and healthy when using technology in and beyond the home Recognise that there may be people who could make them feel sad or upset and give examples of when and how to speak to an adult they trust Use the internet with adult support to communicate with others they know and explain why it is important to be kind and considerate to others Ask a trusted adult about what should be put online as they recognise that information ca stay online and be copied	Name a range of digital devices in the classroom Understand that you can share digital content Explain what the basic parts of a computer are used for, e.g. mouse, screen, keyboard Recognise and use a range of output devices e.g. printer, speakers, monitor, screen Use a simple password when logging on, where relevant Recognise and use a range of input devices	Recognise that digital content can be represented in many forms e.g. charts, tables, or branching databases; and why we use them Distinguish between different forms of data representation and can explain different ways that they can communicate information

	Knows that users can develop their own programs and demonstrate this using programmable robots Possible Activities incorporating these objectives: Activity 1 – Algorithms (Robots) Activity 2 – Beebot/BlueBot - Algorithms (Tinkering / Debugging) Activity 3 - Writing Algorithms (Tinkering / Debugging) Activity 4 - BlueBot - Algorithms (Explore / Challenge) Activity 5 - Algorithms (Move Sprites) (Tinkering / Debugging) Activity 6 - Algorithms (Bl ock Coding) **VOCAB:** **Instructions** **Buttons** **Robots** **Patterns** **Program**	Know how to capture media (digital images, video or audio) using digital devices Combine media with support to present information e.g. text and images Access and edit captured digital content Possible Activities incorporating these objectives: Activity 1 - Make a simple cell animation Activity 2 – Capture image, video, audio Activity 3 – Explore a digital photograph **VOCAB:** **Videos** **Camera stills** **Sounds** **Image bank** **Word bank** **Space bar**	Use the internet to find things out Recognise personal information and explain why they should ask a trusted adult before putting information online Know that the work they create belongs to them Name their work so others know it belongs to them Links and activities to support Digital Safety: Digiduck Smartie the penguin Jessie & Friends Think U Know Home Pack 1&2 Think U Know Reward Chart Hectors World Digital Citizenship Kids Activities and films **VOCAB:** **Rules** **Online** **Private information** **Email**	e.g mouse, keyboard, microphone, touchscreen Understand that you can find information on a website Understand that you can use a search engine to find information using keyword searches Know where to save and open work Recognise that a range of devices contain computers e.g. washing machine, car, laptop Understand that all devices, program, websites, apps and games are designed and manufactured by real people to fulfil specific tasks Possible Activities incorporating these objectives: Activity 1: Investigate the WWW to find out about toys	Use specific software to create simple charts Collect data on a topic (eye colour, pets, etc) Create a branching database using pre-prepared images and questions Identify an object using a branching database Identify an object by asking yes/no questions Explain information shown in a simple chart, pictogram or database Possible Activities incorporating these objectives: Activity 1: Collect weather data
Year 2	Understand that algorithms are implemented on digital devices as programs Begins to use arithmetic operators, if statements and loops within programs Can use logical reasoning to predict outcomes and the behaviour of programs Begins to use simple algorithms using loops, (repeats), and selection (if statements) Find and correct simple errors ie debugging, in algorithms	Know how to edit digital content to improve it Apply edits to digital content to achieve a particular effect Identify what makes good or bad digital content, e.g. poor sound recordings, unfocussed images Select media with support to present information on a topic e.g. images, video, sound	Identify rules to keep safe and healthy when using technology in and beyond the home and suggest devices connected to the internet in their homes Recognise how to use technology responsibly Describe how those rules help them stay safe Give examples of issues online that might make them feel sad, worried, uncomfortable or frightened and can give examples of how they might get help	Identify examples of computers and describe some uses of computers Explain the purpose of information technology in the home Identify information technology beyond school giving examples Explain how information technology benefits us - demonstrate how	Recognise different types of data e.g, text, number Appreciate that programs can work with different types of data Recognise that data can be structured in

		Find and correct simple errors ie debugging, in programs Know that computers have no intelligence and that computers can do nothing unless a program is run Know how programs specify the function of a general purpose computer Possible Activities incorporating these objectives: Activity 1 – Create Crazy Characters Activity 2 – Write algorithms in Daisy the Dinosaur app Activity 3 – Debug algorithms Activity 4 – Program a Beebot/Bluebot to form numerals Activity 5 - Program a Beebot/Bluebot Activity 6 - Use LOGO to draw lines and shapes **VOCAB:** **Forward** **Backward** **Right-angle turn** **Algorithm** **Sequence** **Debug** **Predict**	Plan out digital content e.g. use a storyboard to sequence an animation Possible Activities incorporating these objectives: Activity 1 – Make a simple stop frame animation Activity 2 – Make a short video Activity 3– Use AR to bring images to life Activity 4 – Create and improve a musical loop **VOCAB:** **Paint effects** **Templates** **Animation** **Documents** **Index finger typing** **Enter/return** **Caps lock** **Backspace**	Give examples of how they can use technology to communicate with others Explain how information put online about them or by them can last a long time and be seen by others Give examples of how bullying online might look; how someone might feel and where someone can get help Use keywords in search engines and explain why some information online may not be true Describe and explain rules for keeping information private such as passwords Recognise that content online may belong to other people Links and activities to support Digital Safety: Digiduck Smartie the penguin Jessie & Friends Think U Know Home Pack 1&2 Think U Know Reward Chart Hectors World Digital Citizenship Kids Activities and films **VOCAB:** **Appropriate/inappropriate sites** **Cyber-bullying** **Digital footprint** **Keyword searching**	information technology is used in a shop and explain how information technology helps people List different uses of information technology recognising how to use information technology responsibly Identify the choices that are made when using information technology Possible Activities incorporating these objectives: Activity 1: Investigate the question – What is the Internet?	tables to make it useful Present data in a pictogram independently Independently plan out and create a branching database Recognise an error in a branching database Evaluate a given branching database and suggest improvements Understand that questions are important when collecting data Possible Activities incorporating these objectives: Activity 1: Use a branching database to sort shapes or animals
LKS2	**Year 3**	Design solutions (algorithms) that use repetition and two way selection i.e. if, then and else Create programs that implement algorithms to achieve given goals Use diagrams to express solutions Declare and assign variables	Know how to edit digital content to improve it with clear purpose Edit digital content to improve it according to feedback Evaluate their own and existing digital content Select media independently to present information on a	Explain identity and how they can represent themselves in different ways online such as using an avatar Describe how people can get together online and explain some risks of communicating with others online which is different from knowing someone in real life Know who to ask if unsure about uploading content about themselves or others and can search for themselves online	Explain that digital devices accept inputs and produce outputs Identify input and output devices Recognise and explain how digital devices can be used for different activities	Appreciate that different programs work with different types of data e.g. text, number Able to explore a record database to find out information

	Use logical reasoning to predict outputs, showing awareness of inputs Use post tested loops e.g. 'until', and a sequence of selection statements in programs including an if, then and else statement Know that users can write their own programs Use a range of input and output devices Know that a range of digital devices can be considered a computer Possible Activities incorporating these objectives: Activity 1 – Understand Algorithms Activity 2 – Problem solving Activity 3 – Create and debug Algorithms in Angry Birds Activity 4 – Introduction to Scratch Jr Activity 5 – Create a maze in Scratch Jr Activity 6 –Create presentations using Scratch Jr **VOCAB:** **Sequence instructions** **Sequence debugging** **Test + improve** **Logo commands** **Sequence programming**	topic e.g. text, images, video, sound Design and create digital content for a specific purpose Possible Activities incorporating these objectives: Activity 1 – Explore Musical features Activity 2 – Edit a Scratch Jr video Activity 3 - Create an animation using Scratch Jr Activity 4 - Create a self-portrait Activity 5 – Use VR Headsets and evaluate existing digital media **VOCAB:** **Multimedia** **Presentations** **Alignment** **Brush size** **Repeats** **Reflections** **Green screening** **Amend** **Copy** **Paste**	Know what cyberbullying is and can describe rules about how to behave online Use key phrases in search engines with awareness of belief, fact and opinion as well as explain how the internet is used to buy and sell things Explain why too much time using technology can have a negative impact such as spending time engaged with games and videos Explain why they should only share information with people they know and trust and if unsure to ask a trusted adult. Understand why passwords are important and should be kept private Explain why they should not copy someone else's work from the internet without permission Links and activities to support Digital Safety: Jessie & Friends Think U Know Home Pack 3&4 Think U Know Reward Chart Game On Animal Magic Lee and Kim Smart Rules Smart Crew Digital Citizenship Kids Activities and films Search Engine **VOCAB:** **E-safety rules** **Secure passwords** **Report abuse button** **Gaming** **Blogs**	Suggest differences between using digital devices and non-digital tools Explain how a computer network can be used to share information using multiple connections Explore how digital devices can be connected and explain the role of a switch, server, and wireless access point in a network Identify the physical components of a network and describe the benefits of a network Possible Activities incorporating these objectives: Activity 1: Use a search end filter the results Activity 2: Investigate Copyright and IPR (Intellectual Property Rights)	Understand the benefits of using a computer to create charts and databases Understand that search engines store information in databases Begin to present data in a number of ways to convey information Enter data into a database package and test Possible Activities incorporating these objectives: Activity 1: Use a branching database to investigate and share information
Year 4	Show awareness of tasks best completed by humans or computers Know the difference between if, if then and else statemets	Know how to edit digital content to improve it with clear purpose with some consideration for the given audience	Explain how their online identity can be different to real life and describe the right decisions how they interact with others online Describe strategies to be safe and have fun when using online social environments; giving examples of how to be respectful to others online	Describe the internet as a network of networks and demonstrate how information is shared across the internet	Aware of the difference between data and information

Appropriately use if, if then and else statements
Design solutions by decomposing a problem and create a sub-solution for each of these parts (decomposition)
Design, write and debug modular programs using procedures
Know that different solutions exist for the same problem
Know that procedure can be used to hide the detail with sub-solution (procedural abstraction)
Know that computers collect data from various input devices, including sensors and application software
Able to declare and assign variables

Possible Activities incorporating these objectives:

Activity 1 – If, Then, Else Conditionals

Activity 2 – Use if then else statements

Activity 3 – Spy kids problem solving

Activity 4 – Sequences, Conditions, Loops

Activity 5 – Write a simple program

Activity 6 - Design a game using Sketch Nation

VOCAB:
Type + edit logo commands
Sensors
Open-ended problems
Bugs in programs
Complex programming

Edit existing media to make new content with an awareness of copyright
Collaborate with peers using online tools e.g. blogs, Google Drive, Office 365
Collect, organise and present information effectively using a range of media
Use a range of tools to edit and enhance media for a particular effect

Possible Activities incorporating these objectives:

Activity 1 – Use Chrome Music Lab

Activity 2 – Make a Video Trailer

Activity 3 - Create a silhouette self-portrait

Activity 4 – Use 3D camera to create digital media in VR headsets

VOCAB:
Creating + modifying
Specific purpose
Photo modifying
Keyboard shortcuts
Bullet points
Spell check
Constructive feedback

Describe how others can find information about them online and explain ways that some information could be created, copied or shared by others
Identify some online media technologies such as image, video, text and chat where bullying might take place and the need to consider others feelings
Search for information within different technologies (social media, images, videos) and differentiate between opinions beliefs and facts and what makes something a fact.
Describe some methods the internet uses to encourage people to buy things such as pop ups, in app purchases, offers and that some people on line may be computer programmes pretending to be real people
Explain how using technology can distract them from other activities and identify ways to limit the amount of time using technology
Describe strategies for keeping personal information private and explain what a strong password is
Explain that others online can pretend to be them or their friends
Explain the need to consider who owns content on the internet and whether they have the right to use it

Links and activities to support Digital Safety:
Band Runner
Play Like Share
Films
Think U Know Home Pack 1&2
Think U Know Reward Chart
Game On
Smart Rules
Smart Crew
Digital Citizenship
Digital Passport
Kids Activities and films
Search Engine

VOCAB:
E-safety rules
Secure passwords
Report abuse button

Explain how the internet allows us to view the World Wide Web;
Outline how websites can be shared via the World Wide Web and where they are stored
Describe how content can be added and accessed on the World Wide Web
Explain how websites and their content are created by people
Explain why everything on the World Wide Web is not true and why you need to think carefully before sharing or reshaping content

Possible Activities incorporating these objectives:
Activity 1: Investigate false news and how to spot it
Activity 2: Create QR codes to share analysis

Use the sort feature in a flat file to refine searches for information
Begin to use filters in a database to find out information
Able to perform single criteria searches for information
Design a questionnaire with support and collect a range of data on a theme
Draw conclusions from information stored in a database, table or chart

Possible Activities incorporating these objectives:
Activity 1: Collect data and record in a spreadsheet – create a graph

				Gaming **Blogs**			
UKS2	**Year 5**	Know that iteration is the repetition of a process such as a loop Know that programming bridges the gap between algorithmic solutions and computers Know that different algorithms exist for the same problem Has practical experience of a high level textual language, including using standard libraries when programming Represent solutions using a structural notation Use a range of operators and expressions e.g. Boolean, and applies them in the context of program control Identify similarities and differences in situations and can use these to solve problems (pattern recognition) Select the appropriate data types Design solutions (algorithms) that use repetition and two way selection i.e. if, then, else Know that all software executed on digital devices is programmed Know that programs can work with different types of data e.g. text, number Be able to use post tested loops e.g. until, and a sequence of selection statements in programs, including if, then, else Create programs that implement algorithms to achieve given goals Possible Activities incorporating these objectives: Activity 1 – Repeated patterns/loops revision	Identify and use appropriate hardware and software to fulfil a specific task Remix and edit a range of existing and their own media to create content Understand the benefits of technology to collaborate with others Be aware of a range of Internet services to aid collaboration e.g. email, VOIP Voice Over Internet Protocol – Skype, Hangouts, FaceTime), World Wide Web, and what they do Recognise the audience when designing and creating digital content Possible Activities incorporating these objectives: Activity 1 – Design and create a podcast Activity 2 – Make a video with Green Screen app Activity 3 – create a stop frame animation using various shots and angles Activity 4 - Design and make a wanted poster Activity 5 - Use 3D camera to create digital media in VR headsets	Explain how identity on line can be copied, modified or altered and demonstrate responsible choices for their online identity Explain how they can collaborate positively with others online but that there are some people online who may want to do harm to them or their friends and this is not their fault. Search for information about others online and describe ways that information can be used to make judgements about others Recognise when someone is upset, hurt or angry online and describe ways for someone being bullied online to get help Explain how to block abusive users and report online bullying on the apps and platforms they use including to helpline services such as Childline Use different search technologies and evaluate digital content from search results with an understanding for data, information, fact, opinion, belief, true, false, valid, reliable and evidence. Understand the difference between online mis-information and dis-information and explain what is meant by being sceptical Explain what is meant by a hoax and why some online information may not be honest, accurate or legal Describe ways technology can affect healthy sleep and describe some of the issues Help stay safe by creating and using strong passwords Explain why they should seek permission from a trusted adult before making payment for additional content such as in-app purchasing Explain that many free apps and services may access and share their private information e.g. contacts,	Describe that a computer system features inputs, processes, and outputs and explain that computer systems communicate with other devices Identify tasks that are managed by computer systems Recognise that data is transferred over the internet and that networked digital devices have unique addresses Recognise that connected digital devices can allow us to access shared files stored online and that the internet allows different media to be shared What are the benefits of working together in a shared project online Identify different ways of working together online and explain how the internet enables effective collaboration Possible Activities incorporating these objectives: Activity 1: Use search engines and different search strategies Evaluate the results	Understand the difference between data and information Know why sorting data in a flat file can improve searching for information Use filters in a database to find out specific information Present data in different ways to convey information Design a questionnaire independently and collect a range of data on a theme Analyse and interrogate data stored in a database, table or chart Possible Activities incorporating these objectives: Activity 1: Use dataloggers to investigate sound levels

	Activity 2 – Apply computational skills Activity 3 – Use directional commands to control a character Activity 4 – Use functions or procedures in programming Activity 5 – Write and use simple procedures Activity 6 - Use "if,do,else" to create a program **VOCAB:** **Explore procedures** **Refine procedures** **Variable** **Hardware + software control** **Change inputs** **Different outputs** **Articulate solutions** **Commands**	**VOCAB:** **Online sharing** **Multimedia effects** **Multimedia modification** **Transitions** **Hyperlinks** **Editing tools** **Refining** **Online sharing**	lies, images, videos, messages and geolocation with others Assess and justify when it is acceptable to use the work of others Links and activities to support Digital Safety: Band Runner Play Like Share Films Think U Know Home Pack 3&4 Think U Know Reward Chart Game On Smart Rules Smart Crew Digital Citizenship Digital Passport Kids Activities and films Trust Me Caught in the web Search Engine **VOCAB:** **Responsible online communication** **Informed choices** **Virus threats** **Blogs** **Messaging**	Activity 2: Create QR codes to share analysis	
Year 6	Create programs that implement algorithms to achieve given goals Able to declare and assign variables Able to use post tested loops e.g. until, and a sequence of selection statements in programs, including if, then, else Knows the difference between and appropriately uses if, then and else statements	Identify and use appropriate hardware and software to fulfil a specific task Remix and edit a range of existing and their own media to create content Understand the benefits of technology to collaborate with others Select, combine and use Internet services to fulfil a purpose Evaluate their own content against their own success	Identify messages online about gender roles from the media and others and explain why it is important to reject inappropriate messages about gender online Describe issues online that might make them or others feel sad, worried, uncomfortable or frightened and give examples of online and offline help Explain how impulsive and rash communications online may cause problems and show understanding for the need to be responsible for the wellbeing of others Explain how they are developing an online reputation influencing others opinions of them and how to build a positive online reputation	Use a search engine - complete a web search to find specific information, refine the search and compare results from different search engines Describe how search engines select results and recognise the role of web crawlers in creating an index	Performs more complex searches for information e.g. uses Boolean and relational operators Analyses and evaluates data and information, and recognises that poor quality data leads to unreliable results, and inaccurate conclusions

Use a variable and relational operators within a loop to govern termination	criteria and make improvements accordingly	Describe how to evidence cyber bullying such as capturing content with screen grabs, recording URL's to enable them to report concerns in school and at home	Explain how search results are ranked and suggest some of the criteria that a search engine checks to decide on the order of results	Use filters in a database to find out specific information
Designs writes and debugs modular programs using procedures	Possible Activities incorporating these objectives: Activity 1 – Make a podcast Activity 2 – Produce a group video Activity 3 – Make nan animation via Scratch Activity 4 - Design and create an animated GIF Activity 5 – Use paint 360 to create and reshape digital media on the VR headsets	Use search engines effectively and explain how search engines work as well as be discerning in evaluating digital content	Explain the different ways in which people communicate using technology	Present data in an increasing number of ways to effectively convey information
Designs solutions by decomposing a problem and creates a sub-solution for each of these parts (decomposition)	**VOCAB:** **Appropriate online tools** **Audience** **Atmosphere** **Structure** **Copyright** **Information collection** **HTML code** **Storing**	Describe how online information can be opinion and explain how and why some people present information as facts	Compare different methods of communicating on the internet and decide when you should and should not share information	Design a questionnaire independently and collect, present and analyse a range of data on a theme
Knows that a procedure can be used to hide the detail with sub-solution (procedure abstraction)		Define terms influence, manipulation and persuasion and how they might encounter these on line e.g advertising	Possible Activities incorporating these objectives: Activity 1: Investigate how the Internet works and how data moves Investigate the origin of websites Activity 2: Create QR codes to share analysis	Analyse and interrogate data stored in a database, table or chart
Able to use criteria to evaluate the quality of solutions and can identify improvements making some refinements to the solution and future solutions		Model ideas using prototypes and pattern pieces.		Possible Activities incorporating these objectives: Activity 1: Use data loggers to investigate heart rate before and after activity
Able to design a computing system that uses sensors		Know systems to regulate age related content such as PEGI ratings and use strategies to promote healthy, self-regulated use of technology e.g. night shift mode, regular breaks, correct posture, sleep diet and exercise.		
Combine a variable with relational operators (<=>) to determine when a program changes e.g. if score >5, say "well done"		Use different passwords for online services, manage those passwords and know what to do if the password is lost or stolen		
Predict what will happen in a program or algorithm (e.g. change of output) when the input changes (e.g. sensor, data or event)		Explain what app permissions are, use privacy settings and identify illegal strategies such as scams and phishing.		
Possible Activities incorporating these objectives: Activity 1 – Move blocks with the use of loops and repeats Activity 2 – use computational thinking to solve problems Activity 3 – understand variables in programming Activity 4 – use variables to program a game Activity 5 – Voting app with variables using Scratch Activity 6 - Shark Game with variables		Use search tools to access online content that can be used be others and demonstrate how to reference content from others used from the internet Link and activities to support Digital Safety: Band Runner Play Like Share Films Think U Know Home Pack 3&4 Think U Know Reward Chart Game On Smart Rules Smart Crew Digital Citizenship Digital Passport Kids Activities and films Trust Me Let's Fight it together Caught in the web		

		VOCAB: **Predicting outputs** **Plan, program, test & review a program** **Program writing** **Control mimics + devices** **Sensors** **Measure input** **Create variables** **Link errors**		Search Engine **VOCAB:** **Responsible online communication** **Informed choices** **Virus threats** **Blogs** **Messaging**		