



CORBY PRIMARY ACADEMY

THE COMPUTING CURRICULUM: A PROGRESSION

Whole School Science Progression Map

Throughout the teaching of computing at Corby Primary Academy, pupils have the opportunity to become independent lifelong learners in a society where technologies and trends are rapidly evolving. Through **collaboration**, our pupils develop problem-solving skills, critical thinking and resilience, working together to explore computing concepts in meaningful ways including online. We ensure that **language** is at the heart of our teaching, enabling children to articulate their ideas, explain their thinking and understand the importance of clear communication in the digital world. We are committed to **inclusion**, ensuring that every child, regardless of background or ability, can access and thrive in computing. Our curriculum is **memorable** and **bold**, enriched with hands-on experiences, real-world applications and inspiring challenges that foster a lifelong love of technology.

Computing in the Early Years

The EYFS framework is designed differently from the national curriculum, as it is divided into seven areas of learning rather than traditional subject areas. Technology will be integrated into our EYFS pupils' learning through exploration and play within their continuous provision, as well as through dedicated sessions. They will have access to devices such as iPads and laptops, along with programs and apps on the interactive whiteboard, to help build their confidence in using and understanding technology.

To support this, the following statements from the 2020 Development Matters outline the prerequisite skills for computing in the National Curriculum. The key statements related to Computing are drawn from the following areas of learning: Personal, Social, and Emotional Development; Physical Development; Understanding the World; and Expressive Arts and Design.

Reception

Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'.
Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Play instruments with increasing control to express their feelings and ideas.- musical apps on tablets.

ELG

Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Computing curriculum design

Computer Science: Information Technology: Digital Literacy

Year-Group	Key Learning Sequence	Basic skills	Core skills
Reception	<p>Mini Mash opportunities. Schemes of learning downloaded and shared with EYFS.</p> <p>Children should be shown how to open the apps within airhead and how to interact with them, and when showing an interest to use this independently should be assisted in logging on.</p> <p>Children should have access to a variety of IT equipment, tablets, computer, camera, bee bots, kixis, talking tins, sound buttons and a variety of real-life equipment in role play such as washing machines and microwaves etc. and know the uses of each of them.</p>	Supervise the children in logging on and use of apps within – (statement 40-60+ months – completes a simple program on a computer)	
Y1	<p>Autumn 1: Unit 1.1 Online safety (4)</p> <p>Autumn 2: Unit 1.2 Grouping and sorting (2) Unit 1.3 Pictograms (3)</p> <p>Spring 1: Unit 1.5 Maze explorers (3) Unit 1.9 Technology outside school (2)</p> <p>Spring 2: Unit 1.7 Coding (6)</p> <p>Summer 1: Unit 1.8 Spreadsheets (3) Unit 1.4 Lego builders (3)</p> <p>Summer 2: Unit 1.6 Animated story books (5)</p>	<p>Logging in and out of a computer</p> <p>Saving in a personal OneDrive</p> <p>Opening document</p> <p>Knowing what an email is</p> <p>Opening email app</p> <p>Opening a link from email</p> <p>Use a search engine for a purpose</p> <p>Knowing the safe site - padlock</p>	<p>Printing when appropriate</p> <p>Typing simple sentences with capital letter and full stop</p> <p>Inserting image from given shared folder (teacher choice)</p> <p>CTRL V (paste)</p> <p>CTRL C (copy)</p> <p>CTRL X (cut)</p>
Y2	<p>Autumn 1: Unit 2.4 Questioning (5)</p> <p>Autumn 2: Unit 2.8 Presenting ideas (4)</p> <p>Spring 1: Unit 2.2 Online Safety (3) Unit 2.7 Making music (3)</p> <p>Spring 2: Unit 2.1 Coding (6)</p> <p>Summer 1: Unit 2.6 Creating pictures (5)</p> <p>Summer 2: Unit 2.3 Spreadsheets (4) Unit 2.5 Effective searching (3)</p>	<p>Begin to choose own name for a document</p> <p>Understanding what an email is and when to use them</p> <p>Whole class shared writing of an email – subject box</p>	<p>Awareness of what is appropriate to print- begin to make this decision</p> <p>Begin to access the shared class group to open documents</p> <p>CTRL S (save)</p> <p>CTRL Z (undo)</p>
Y3	<p>Autumn 1: Unit 3.4 Touch typing (4) Unit 3.8 Graphing (3)</p> <p>Autumn 2: Unit 3.2 Online Safety (3) Unit 3.3 Spreadsheets (3)</p> <p>Spring 1: Unit 3.5 Email (including email safety) (6)</p> <p>Spring 2: Unit 3.1 Coding (6)</p>	<p>Choose appropriate name for document</p> <p>Delete document</p> <p>Writing an email – use of subject and formality of language</p>	<p>Using print preview to check the look of the document</p> <p>Beginning to change font/size and layout of the document according to purpose</p>

	<p>Summer 1: Unit 3.9 Presenting (5/6)</p> <p>Summer 2: Unit 3.6 Branching databases (4) Unit 3.7 Simulations (3)</p>	<p>Begin touch typing</p>	<p>Use of shift for capital letter and symbols</p> <p>CTRL P (print)</p> <p>CTRL Y (re-do)</p>
Y4	<p>Autumn 1: Unit 4.1 Coding (6)</p> <p>Autumn 2: Unit 4.3 Spreadsheets (6)</p> <p>Spring 1: Unit 4.4 Writing for different audiences (5)</p> <p>Spring 2: Unit 4.2 Online Safety (4) Unit 4.9 Making music (4)</p> <p>Summer 1: Unit 4.5 Logo (4) Unit 4.8 Hardware Investigators (2)</p> <p>Summer 2: Unit 4.7 Effective searching (3) Unit 4.6 Animation (3)</p>	<p>Changing password when instructed to do so</p> <p>Appropriately naming documents</p> <p>Emailing – use of cc, attaching documents, opening and saving documents</p> <p>Increase speed of touch typing</p>	<p>Knowing the formatting for the selected audience</p> <p>Images- resizing, formatting, wrapping text</p> <p>Windows L (lock)</p> <p>Selecting the correct program.</p>
Y5	<p>Autumn 1: Unit 5.8 Word processing (8)</p> <p>Autumn 2: Unit 5.1 Coding (6)</p> <p>Spring 1: Unit 5.5 Game creator (5)</p> <p>Spring 2: Unit 5.3 Spreadsheets (6)</p> <p>Summer 1: Unit 5.4 Databases (4) Unit 5.2 Online Safety</p> <p>Summer 2: Unit 5.6 3D modelling (4) Unit 5.7 Concept maps</p>	<p>Creating, changing and recording own passwords</p> <p>Moving files between folders</p> <p>Searching emails</p> <p>Knowing that you can password protect emails</p> <p>Increase speed of touch typing – to reflect length of work expectation</p>	<p>Printing settings – eg double sided</p> <p>Windows D (desktop)</p> <p>CTRL F (find)</p> <p>ALT + TAB (switch programme)</p>
Y6	<p>Autumn 1: Unit 6.1 Coding (6)</p> <p>Autumn 2: Unit 6.2 Online Safety (2) Unit 6.5 Text adventures (5)</p> <p>Spring 1: Unit 6.3 Spreadsheets (5)</p> <p>Spring 2: Unit 6.4 Blogging (4) Unit 6.6 Networks (3)</p> <p>Summer 1: Unit 6.7 Quizzing (6) Unit 6.8 Understanding binary (4)</p> <p>Summer 2: Unit 6.9 Spreadsheets (8)</p>	<p>Using distribution groups for email</p> <p>Filtering the mail</p> <p>Protecting emails with a password</p> <p>Increase speed of touch typing</p>	<p>Inserting a hyperlink</p>

Long Term Plan

Computer Science; **Information Technology**; **Digital Literacy**

Computing	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Mini Mash: Opportunities to engage with computing in these areas:</p> <p>Examples: Communication and language: SimpleCity (e.g. farm, vets etc), Slideshows, Topic Stories, 2Create a story, Mashcams (role play), 2Go (directional language), 2Beat (rhythms) and 2Explore (instruments)</p> <p>*Purple Mash Curriculum / Computing / Reception schemes of learning</p>					
Y1	<p>Unit 1.1 Online safety (4)</p> <ul style="list-style-type: none"> - Log in / log out - Save and retrieve work - Using Purple Mash / tools <p>NC: 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>Unit 1.2 Grouping and sorting (2)</p> <ul style="list-style-type: none"> - sorting against criteria both offline and online <p>NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Unit 1.3 Pictograms (3)</p> <ul style="list-style-type: none"> - data in pictures - pictograms - recording results <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Unit 1.5 Maze explorers (3)</p> <ul style="list-style-type: none"> - Direction keys - Debug set of instructions - Creating and extending algorithms <p>NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>NC: Create and debug simple programs</p> <p>NC: Use logical reasoning to predict the behaviour of simple programs.</p> <p>Unit 1.9 Technology outside school (2)</p> <ul style="list-style-type: none"> - Technology in the community 	<p>Unit 1.7 Coding (6)</p> <ul style="list-style-type: none"> - Instructions - Objects and actions - Events - How code executes - Backgrounds / scale - Plan and make computer program <p>NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>NC: Create and debug simple programs</p> <p>NC: Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Unit 1.8 Spreadsheets (3)</p> <ul style="list-style-type: none"> - Navigate spreadsheets - Images / move / lock - 'Speak' and 'count' tools <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Unit 1.4 Lego builders (3)</p> <ul style="list-style-type: none"> - Following instructions - Creating instructions - Ordering instructions <p>NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Unit 1.6 Animated story books (5)</p> <ul style="list-style-type: none"> - Draw and create - Animation - Sounds - Making a story - Copy / paste <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>

			<p>NC: Recognise common uses of information technology beyond school</p>	<p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>		
Y2	<p>Unit 2.4 Questioning (5)</p> <ul style="list-style-type: none"> - creating pictograms - Y/N questions to separate information - Binary trees - Databases <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Unit 2.8 Presenting ideas (4)</p> <ul style="list-style-type: none"> - Presenting stories in different ways - Quizzes - Fact files: clipart, tables etc. - Present digital content <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Unit 2.2 Online Safety (3)</p> <ul style="list-style-type: none"> - Searching and sharing - Email - Digital footprint <p>NC: 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>Unit 2.7 Making music (3)</p> <ul style="list-style-type: none"> - Digital sounds: explore, edit, combine - Adding sounds to express feelings - Upload and record sounds <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Unit 2.1 Coding (6)</p> <ul style="list-style-type: none"> - Algorithms - Collision detection event - Timed sequences - Coding events - Buttons in a program - Debugging <p>NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>NC: Create and debug simple programs</p> <p>NC: Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Unit 2.6 Creating pictures (5)</p> <ul style="list-style-type: none"> - Paint package to recreate art: Impressionist Poinkillist Mondrian William Morris Surrealist <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Unit 2.3 Spreadsheets (4)</p> <ul style="list-style-type: none"> - Reviewing spreadsheets (from Y1) - Copying/pasting - Adding amount - Tables/block graphs <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Unit 2.5 Effective searching (3)</p> <ul style="list-style-type: none"> - Internet searching and key terminology - Search engine and web pages - Effective searching <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>NC: Recognise common uses of information technology beyond school</p>
Y3	<p>Unit 3.4 Touch typing (4)</p> <ul style="list-style-type: none"> - Home, top, bottom rows of keys - Two hands to improve typing - Left/right hands 	<p>Unit 3.2 Online Safety (3)</p> <ul style="list-style-type: none"> - Passwords, communication online, blogs - Information on websites: are they always true? 	<p>Unit 3.5 Email (including email safety) (6)</p> <ul style="list-style-type: none"> - Types of communication - Composing emails - Safety - Attachments 	<p>Unit 3.1 Coding (6)</p> <ul style="list-style-type: none"> - Flow charts - Timers - Repeat command - Code, test and debug 	<p>Unit 3.9 Presenting (5/6)</p> <ul style="list-style-type: none"> Microsoft PowerPoint - Creating a page - Media - Animation - Timings 	<p>Unit 3.6 Branching databases (4)</p> <ul style="list-style-type: none"> - Sorting objects Yes/No - Branching databases

	<p>NC: 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>Unit 3.8 Graphing (3)</p> <ul style="list-style-type: none"> - Entering data to produce graphs - Sorting and analysis <p>NC: 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>	<ul style="list-style-type: none"> - Restrictions, PEGI, symbols, inappropriate content, reporting <p>NC: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Unit 3.3 Spreadsheets (3)</p> <ul style="list-style-type: none"> - Pie charts / bar graphs from data set - more than, less than, equal to tools <p>NC: 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>NC: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<ul style="list-style-type: none"> - Email simulations <p>NC: 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>NC: 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>NC: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<ul style="list-style-type: none"> - Design/create interactive scene <p>NC: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>NC: Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>NC: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>NC: 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>Unit 3.7 Simulations (3)</p> <ul style="list-style-type: none"> - Real and imaginary simulations; pros and cons - Explore: choices and effects - Patterns, predictions, evaluation <p>NC: 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>	
Y4	<p>Autumn 1: Unit 4. Coding (6)</p> <ul style="list-style-type: none"> - Design, code, test, debug - IF statements - Co-ordinates - REPEAT, IF, ELSE - Variables 	<p>Unit 4.3 Spreadsheets (6)</p> <ul style="list-style-type: none"> - Cell formatting - Timer / Spin buttons - Line graphs - Budgeting - Exploring place value 	<p>Unit 4.4 Writing for different audiences (5)</p> <ul style="list-style-type: none"> - Font styles - News reports - Community campaign <p>NC: Select, use and combine a variety of software (including</p>	<p>Unit 4.2 Online Safety (4)</p> <ul style="list-style-type: none"> - Phishing - Malware - Plagiarism - Healthy screen time <p>NC: Understand computer networks, including the Internet;</p>	<p>Unit 4.5 Logo (4)</p> <ul style="list-style-type: none"> - Inputting instructions - Creating instructions - REPEAT command - Build procedures <p>NC: Design, write and debug programs that accomplish</p>	<p>Unit 4.7 Effective searching (3)</p> <ul style="list-style-type: none"> - Using a search engine - Locating information - Reliable sources <p>NC: Understand computer networks, including the Internet;</p>

	<p>NC: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>NC: Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>NC: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>NC: 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>NC: 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>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>how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p> <p>NC: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Unit 4.9 Making music (4)</p> <ul style="list-style-type: none"> - Elements of music - Experiment with rhythm and tempo - Create melodic phrases - Compose electronic music <p>NC: 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>specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>NC: Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>NC: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Unit 4.8 Hardware Investigators (2)</p> <ul style="list-style-type: none"> - Hardware - Parts of a computer <p>NC: 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>how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p> <p>NC: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Unit 4.6 Animation (3)</p> <ul style="list-style-type: none"> - Animation frames - Onion skinning, sounds backgrounds - Stop-motion animation <p>NC: 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>Y5</p>	<p>Unit 5.8 Word processing (8)</p> <p>Microsoft Word</p> <ul style="list-style-type: none"> - Creating from a blank page - Inserting images (Copyright) - Editing images - Text 	<p>Unit 5.1 Coding (6)</p> <ul style="list-style-type: none"> - Simplifying code - Program a simulation e.g. traffic lights - Decomposition and abstraction - Friction and functions 	<p>Unit 5.5 Game creator (5)</p> <ul style="list-style-type: none"> - Planning a game - Game environment - Quest (to make game playable) - Instructions 	<p>Unit 5.3 Spreadsheets (6)</p> <ul style="list-style-type: none"> - Formulae in a spreadsheet - Count tool - Formulas for perimeter and area of shape - Text variables 	<p>Unit 5.4 Databases (4)</p> <ul style="list-style-type: none"> - Searching in a database - Enter information - Create database 	<p>Unit 5.6 3D modelling (4)</p> <ul style="list-style-type: none"> - Moving points when designing - Designing for a purpose - Printing and making

	<ul style="list-style-type: none"> - Look and usability - Tables - Using templates <p>NC: 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>	<ul style="list-style-type: none"> - Strings - Text variable and concatenation <p>NC: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>NC: Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>NC: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>NC: 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>- Evaluation</p> <p>NC: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>NC: 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>- Event planning</p> <p>NC: 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>NC: 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>Unit 5.2 Online Safety (4)</p> <ul style="list-style-type: none"> - Responsibilities, support and SMART rules - Protecting privacy - Citing sources - Reliability <p>NC: 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>NC: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>NC: 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>Unit 5.7 Concept maps</p> <ul style="list-style-type: none"> - Intro to concept mapping - Create basic concept map - Informative text - Collaborative concept mapping <p>NC: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>NC: 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>
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<p>Y6</p>	<p>Autumn 1: Unit 6.1 Coding (6)</p> <ul style="list-style-type: none"> - Designing and making more complex programs - Functions - Flowcharts - User input - Using text-based adventures <p>NC: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>NC: Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>NC: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>NC: 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>Unit 6.2 Online Safety (2)</p> <ul style="list-style-type: none"> - Mobile device broadcasting, secure sites, personal information - Online behaviour - Screen time <p>NC: 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>NC: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>NC: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Unit 6.5 Text adventures (5)</p> <ul style="list-style-type: none"> - Planning, making text adventure - Map-based - Coding a map-based text adventure 	<p>Unit 6.3 Spreadsheets (5)</p> <ul style="list-style-type: none"> - Exploring probability - Formula for creating discounts / sales - Spreadsheets for planning - Model a real-life situation <p>NC: 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>Unit 6.4 Blogging (4)</p> <ul style="list-style-type: none"> - Features of a blog - Collaborative planning - Writing a blog - Sharing posts and commenting <p>NC: 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>NC: 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>NC: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Unit 6.6 Networks (3)</p> <ul style="list-style-type: none"> - WWW and Internet 	<p>Unit 6.7 Quizzing (6)</p> <ul style="list-style-type: none"> - Picture-based quizzes - Question types - Grammar - Database <p>Unit 6.8 Understanding binary (4)</p> <ul style="list-style-type: none"> - What is binary? - Counting in binary - Decimal to binary - Game states <p>NC: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>NC: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>NC: 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>Unit 6.9 Spreadsheets (8)</p> <p>Microsoft Excel</p> <ul style="list-style-type: none"> - Navigating - Basic calculations - Modelling - Organising data - Formulae for percentages, averages, max, min - Charts and graphs - Planning and solving problems <p>NC: 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>
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		<p>NC: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>NC: Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>NC: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>NC: 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>		<ul style="list-style-type: none"> - School network (LAN WAN) - History of Internet, future, Tim Berners-Lee <p>NC: 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>NC: 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>		
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Progression of skills

Year 1

	Computer Science			Information Technology	Digital Literacy	
Statement	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 programs.	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	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.
Outcome	<i>Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand</i>	<i>Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.</i>	<i>When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.</i>	<i>Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.</i>	<i>Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.</i>	<i>Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.</i>

Year 2

	Computer Science			Information Technology	Digital Literacy	
Statement	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 programs.	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	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.
Outcome	<i>Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.</i>	<i>Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps.</i>	<i>Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.</i>	<i>Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.</i>	<i>Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs.</i>	<i>Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.</i>

Year 3

	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	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.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	<i>Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it.</i>	<i>Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects.</i>	<i>Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, repetition and use of timers. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.</i>	<i>Children can list a range of ways that the Internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way.</i>	<i>Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.</i>	<i>Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.</i>	<i>Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.</i>

Year 4

	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	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.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	<i>When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.</i>	<i>Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'IF statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code.</i>	<i>Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'IF' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.</i>	<i>Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.</i>	<i>Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.</i>	<i>Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards.</i>	<i>Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.</i>

Year 5

	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	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.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	<i>Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.</i>	<i>Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.</i>	<i>When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables</i>	<i>Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.</i>	<i>Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.</i>	<i>Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.</i>	<i>Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.</i>

Year 6

	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	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.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	<i>Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.</i>	<i>Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.</i>	<i>Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.</i>	<i>Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the Internet in school.</i>	<i>Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.</i>	<i>Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the Internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.</i>	<i>Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.</i>

Computing vocabulary

	Eyfs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
computer science	<p>sort</p> <p>computer, direction, forward, backwards, left, right, instruction, sound</p>	<p><u>Unit 1.2</u></p> <p>sort, criteria</p> <p><u>Unit 1.4</u></p> <p>instruction, algorithm, computer, program, debug</p> <p><u>Unit 1.5</u></p> <p>direction, challenge, arrow, undo, rewind, forward, backwards, right turn, left turn, debug, instruction</p> <p>algorithm</p> <p><u>Unit 1.7</u></p> <p>action, code, event</p> <p>instructions, output, scale, scene, algorithm, command, execute, object, run, when clicked, background, debug/debugging, input, properties, sound</p>	<p><u>Unit 2.1</u></p> <p>action, algorithm, background, button, collision detection, debug/debugging, design mode, event, key pressed, nesting, object, predict, properties, run, scale, scene, sound, test, when clicked/swiped, sequence, text, timer</p>	<p><u>Unit 3.1</u></p> <p>action, alert, algorithm, blocks of command, background, button, command, event, collision detection, debug/debugging, develop, execute, event, nesting, object, flowchart, plan, predict, output, repeat, properties, procedure, sequence, scene, sound, test, timer, values</p>	<p><u>Unit 4.1</u></p> <p>action, alert, background, button, code block, command, coordinates, debug/debugging, execute, flowchart, if, if/else, nesting, number variables, objects types, predict, prompt, prompt for input, repeat, properties, repeat until, selection, timer, variable, variable value</p> <p><u>Unit 4.5</u></p> <p>logo, bk, fd, rt, lt, repeat, setpc, setps, pu, pd</p> <p><u>Unit 4.8</u></p> <p>motherboard, cpu, ram, graphics card, network card, monitor, speakers, keyboard and mouse</p>	<p><u>Unit 5.1</u></p> <p>action, abstraction, algorithm, button, called, co-ordinates, decomposition, event, if, function, nesting, object, repeat, physical system, properties, run, score, sequence, simplify/simplified, simulation, variable, tab, timer</p> <p><u>Unit 5.5</u></p> <p>animation, computer game, customise, evaluation, image, instructions, interactive, screenshot, texture, perspective, playability</p>	<p><u>Unit 6.1</u></p> <p>action, alert, algorithm, background, button, called, co-ordinates, command, debug/debugging, developer, event, decomposition, flowchart, function, get input, if/else, launch command, number variables, nesting, object, predict, procedure, prompt, properties, repeat, run, scene, selection, simulation, string, tab, timer, user input, variable</p> <p><u>Unit 6.5</u></p> <p>text-based adventure, concept map, debug, sprite, function</p> <p><u>Unit 6.6</u></p> <p>internet, world wide web, network, router, lan, wan, network cables, wireless</p> <p><u>Unit 6.8</u></p> <p>base 10, base 2, binary, decimal, bit, byte, gigabyte, denary, digit, machine code, integer, kilobyte, switch, megabyte, nibble, variable, terabyte, transistor</p>

<p>information technology</p>	<p>pictogram, arrow keys, enter, space bar, e-book, sound effect</p>	<p>Unit 1.3 (aut 2) pictogram, data, collate Unit 1.8 arrow keys, backspace key, cursor, columns, cells, clipart, count tool, delete key, image toolbox, lock tool, move cell tool, rows, spreadsheet, speak tool Unit 1.6 animation, e-book, font, file, sound effect, display board</p>	<p>Unit 2.3 backspace key, cells, equals tool, move cell tool, spreadsheet, copy and paste, count tool, image toolbox, rows, columns, delete key, lock tool, speak tool Unit 2.4 pictogram, collate, database, question, binary tree, data, avatar Unit 2.6 impressionism, palette, pointillism, share, surrealism, template Unit 2.7 bpm, soundtrack, instrument, tempo, music, composition, digitally, sound effects (spx), volume Unit 2.8 concept map, node, narrative, quiz, animated, audience, presentation, non-fiction</p>	<p>Unit 3.3 < > =, advance mode, cope and paste, columns, cells, delete key, equals tool, spin tool, move cell tool, rows, spreadsheet Unit 3.4 posture, top row keys, home row keys, bottom row keys, space bar Unit 3.6 branching database, data, database, question Unit 3.7 simulation Unit 3.8 graph, field, data, bar chart, block graph, line graph Unit 3.9 animation, audio, design templates, entrance animation, font, media, presentation, presentation program, slide, slideshow, stock image, textbox, text formatting, transition</p>	<p>Unit 4.3 average, advance mode, cope and paste, columns, cells, charts, equals tool, formula, formula wizard, move cell tool, random tool, rows, spin tool, spreadsheet, timer Unit 4.4 font, bold, italic, underline Unit 4.6 animation, background, frame, flipbook, onion skinning, stop motion, play, sound, video clip Unit 4.7 easter egg, internet, internet browser, search, website, search engine, spoof website Unit 4.9 pitch, rhythm, pulse, tempo, dynamics, melody, rippler, house music, texture</p>	<p>Unit 5.3 average, advance mode, copy and paste, columns, cells, charts, equals tool, formula, formula wizard, move cell tool, random tool, rows, spin tool, spreadsheet, timer Unit 5.4 avatar, binary tree (branching database), charts, collaborative, data, database, find, record, sort group and arrange, statistics and reports, table Unit 5.6 cad, modelling, 3d, viewpoint, polygon, 2d, net, points, template, 3d printing Unit 5.7 audience, collaboratively, concept, concept map, connection, idea, node, thought, visual Unit 5.8 copyright, cursor, document, font, in-built styles, merge cells, paragraph formatting, readability, template, text formatting, text wrapping, word art, word processing tool</p>	<p>Unit 6.3 average function, advance mode, copy and paste, columns, cells, charts, count tool, dice, equals tool, formula, formula wizard, move cell tool, random tool, rows, spin tool, spreadsheet, timer Unit 6.4 audience, blog, blog page, blog post, collaborative, icon Unit 6.7 audience, collaboration, concept map, database, quiz Unit 6.9 alignment, calculate, cell, cell reference, chart, column, function, formula(e), range, row, spreadsheet, style, sum, text wrapping, value, workbook</p>
<p>digital literacy</p>	<p>login, avatar, logout, save, username, password</p>	<p>Unit 1.1 (aut 1) login, username, password, log out, my work, avatar, notification, topics, tools, save Unit 1.9 technology</p>	<p>Unit 2.2 search, sharing, display board, email, internet, attachment, digital footprint Unit 2.5 internet, search, search engine</p>	<p>Unit 3.2 password, internet, blog, concept map, username, website, webpage, spoof website, pegi rating Unit 3.5 communication, email, compose, send, cc, attachment, formatting, report to the teacher, password, address book, save to draft</p>	<p>Unit 4.2 computer virus, cookies, copyright, digital footprint, email, identity theft, malware, phishing, plagiarism, spam</p>	<p>Unit 5.2 online safety, smart rules, password, reputable, encryption, identity theft, shared image, plagiarism, citations, reference, bibliography</p>	<p>Unit 6.2 digital footprint, password, pegi rating, phishing, screen time, spoof website</p>